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ABSTRACT

The official rules and officiating techniques for womens' soccer are covered in this guidebook. (JD)

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National Association for Girls & Women in Sport

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Soccer

APRIL 1978 – APRIL 1979

WITH OFFICIAL RULES AND OFFICIATING TECHNIQUES

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NAGWS guide

Soccer

APRIL 1978 – APRIL 1979

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NATIONAL ASSOCIATION FOR GIRLS
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American Alliance for Health,
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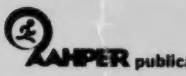

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Editorial Comment

WHAT?

A GUIDE DEVOTED EXCLUSIVELY TO SOCCER?

WHAT HAPPENED TO FLAG FOOTBALL AND SPEEDBALL?

What's up? It's a changing time for girls and women in sport and the National Association for Girls and Women in Sport (NAGWS) is changing. Many of you have expressed concerns for years regarding the patterning of *Guides.* Well, these voices became stronger and this is one result. The *NAGWS Soccer Guide* will now be published annually. As you know, soccer is one of the fastest-growing sports in the nation. To facilitate this growth, rules will be evaluated yearly through the Official Rules Committee and timely and useful information for teachers, coaches and officials will be updated annually by the Guide Committee.

And what about flag football and speedball? They have not been forgotten and will appear in a separate publication, June 1978 – June 1980. We also hope to print Speed-A-Way Rules by 1980.

What do you think? Let us know your reactions to these changes. It is our hope to expand NAGWS services to better meet the needs of teachers, coaches and officials. So contact any NAGWS officer, members of the Guide Committee, members of the Rules Committee, the NAGWS Guide Coordinator or write:

NAGWS Executive Secretary
1201 Sixteenth Street, N.W.
Washington, DC 20036

CONTENTS

Foreword . . . . . *Carole A. Oglesby* and *Pat Sherman* 7

NATIONAL ASSOCIATION FOR GIRLS AND WOMEN IN SPORT 9
Standards in Sports for Girls and Women 11
National Coaches Council 12
Sports Academies of the National Coaches Council 13
NAGWS Sports Guides Committees Interest Indicator 15
NAGWS Soccer Guide and Rules Committees 17

OFFICIAL SOCCER RULES
Preface to 1978-79 Soccer Rules 21
Summary of Soccer Rules Changes for 1978-79. 22
Contents for Rules. 24
Official Soccer Rules for Girls and Women, June 1978-June 1979 25
Index to Rules 57
Questionnaire on 1978 Soccer Rules 59

ARTICLES
Future of Girls' Soccer in the United States . *John McKeon* 62
Selecting Player Personnel. . . . . *Irvin R. Schmid* 65
Elementary Speed and Accuracy Drills . . . . . *Jill Vomacka* 73
Progressive Teaching for Soccer . . . . . *Linda Hall* 77
Evasive Drilling . . . . . *Roberta J. Park* 80
To Educate The Feet . . . . . *Chris Rampacek* 82
A Concept for Offense and Defense . . . . . *John McKeon* 85
Small-Sided Games . . . . . *Graham Ramsay* 88
Principles of Team Play . . . . . *Graham Ramsay* 90
Seeding for Tournament Play. . . . . *Ronald Broadbent* 94
Annotated Soccer Bibliography . . . . . *Betty Begg* 97
Soccer Audiovisual Aids . . . . . *Lynda Buettner* 100

OFFICIATING
NAGWS Affiliated Boards of Officials 105
Statement of Philosophy of the Affiliated Boards of Officials. 107
Standards for Officials' Ratings in Soccer. 108
Soccer Study Questions, 1978-79 116
Techniques of Officiating Soccer 125

FOREWORD

CAROLE A. OGLESBY
NAGWS President

With commitment to those who play: in *that* we never change.

On behalf of the National Association for Girls and Women in Sport, it is a pleasure to communicate (even if indirectly) with *you*, the people who utilize NAGWS *Guides*. We are proud of our *Guide* publications. Now, and through the long GWS "history," the *Guides* have been the products of individuals with sport expertise and a deep dedication to the good of those who play. This is the timeless promise of these little books.

We are very proud of you, too. Your efforts have kept girls and women's sport programs alive through the lean years and are now providing the energy and direction for the fastest growth of sport programs ever. Your continued use of the *Guides* provides support to the entire range of activities in which NAGWS is involved on behalf of you and girls and women everywhere.

Interest and participation in sports have expanded by leaps and bounds at all age levels. Such expansion has resulted in a demand for more knowledgeable and better qualified people to work with these highly interested, motivated and skilled individuals. This *Guide* is designed to assist instructors, coaches and officials in facilitating the growth of quality sport programs at the elementary, and collegiate levels, as well as in non-school settings. You will find a wide range of articles written by outstanding coaches, officials, instructors and competitors. In addition, official rules, officiating techniques, study questions, tournament information and an updated list of audiovisual aids and references are included. We hope you will find this NAGWS *Guide*, as well as others covering 20 additional sports, of value. Your input is invited.

PAT SHERMAN
NAGWS
Guide Coordinator

NATIONAL ASSOCIATION FOR GIRLS AND WOMEN IN SPORT

The National Association for Girls and Women in Sport is a nonprofit, educational organization designed to serve the needs of participants, teachers, coaches, leaders and administrators in sports programs for girls and women. It is one of seven associations of the American Alliance for Health, Physical Education, and Recreation.

Purpose

The purpose of the National Association for Girls and Women in Sport is to foster the development of sports programs for the enrichment of the life of the participant.

Beliefs

The National Association for Girls and Women in Sport believes that:

Sports are an integral part of the culture in which we live.

Sports programs are a part of the total educational experience of the participant when conducted in educational institutions.

Opportunities for instruction and participation in sports appropriate to her skill level should be included in the experience of every girl.

Sports skills and sports participation are valuable social and recreational tools which may be used to enrich the lives of women in our society.

Competition and cooperation may be demonstrated in all sports programs, although the type and intensity of the competition and cooperation will vary with the degree or level of skill of the participants.

An understanding of the relationship between competition and cooperation and the utilization of both within the accepted framework of our society is one of the desirable outcomes of sports participation.

Physical activity is important in the maintenance of the general health of the participant.

Participation in sports contributes to the development of self-confidence and to the establishment of desirable interpersonal relationships.

Functions

The National Association for Girls and Women in Sport promotes desirable sports programs through:

1. Formulating and publicizing guiding principles and standards for the administrator, leader, official, and player.
2. Publishing and interpreting rules governing sports for girls and women.
3. Providing the means for training, evaluating, and rating officials.
4. Disseminating information on the conduct of girls and women's sports.
5. Stimulating, evaluating, and disseminating research in the field of girls and women's sports.
6. Cooperating with allied groups interested in girls and women's sports in order to formulate policies and rules that affect the conduct of women's sports.
7. Providing opportunities for the development of leadership among girls and women for the conduct of their sports programs.

STANDARDS IN SPORTS FOR GIRLS AND WOMEN

Standards in sports activities for girls and women should be based upon the following:

1. Sports activities for girls and women should be taught, coached, and officiated by qualified women whenever and wherever possible.
2. Programs should provide every girl with a wide variety of activities.
3. The results of competition should be judged in terms of *benefits to the participants* rather than by the winning of championships or the athletic or commercial advantage to schools or organizations.

Health and Safety Standards for Players

Careful supervision of the health of all players must be provided by–

1. An examination by a qualified physician
2. Written permission by a qualified physician after serious illness or injury
3. Removal of players when they are injured or overfatigued or show signs of emotional instability
4. A healthful, safe, and sanitary environment for sports activity
5. Limitation of competition to a geographical area which will permit players to return at reasonable hours; provision of safe transportation.

General Policies

1. Select the members of all teams so that they play against those of approximately the same ability and maturity.
2. Arrange the schedule of games and practices so as not to place demands on the team or player which would jeopardize the educational objectives of the comprehensive sports program.
3. Discourage any girl from practicing with, or playing with, a team for more than one group while competing in that sport during the same sport season.
4. Promote social events in connection with all forms of competition.

SOURCES OF INFORMATION AND SERVICE

All requests for information about services should be addressed to: Executive Secretary, National Association for Girls and Women in Sport (NAGWS), AAHPER, 1201–16th Street, N.W., Washington, D.C. 20036.

NATIONAL COACHES COUNCIL

The National Coaches Council was formed by the NAGWS to:

(1) provide a channel of direct communication among coaches at all educational levels
(2) assist in the formulation and dissemination of guiding principles, standards and policies for conducting competitive sports programs for girls and women
(3) keep members informed of current coaching techniques and trends
(4) sponsor clinics and conferences in sports and coaching skills
(5) provide input from coaches to USCSC sports committees and representative assembly
(6) promote cooperative efforts with other sports-centered organizations
(7) provide a united body for positive political action in the realm of girls and women's athletics.

Academies for 10 sports have been established. (Note the application blank for specific listings.) Membership in each Academy is open to any coach of girls or women's sports or any interested person. Annual dues for AAHPER members are $5.00 for one Academy. Non-AAHPER members pay $15.00 annually for membership in one sport Academy. Membership for each additional Academy is $2.00. The $10.00 non-membership fee may be applied at any time toward AAHPER membership.

Get involved . . . JOIN NOW.

Sports Academies of the NATIONAL COACHES COUNCIL

National Association for Girls and Women in Sport: AAHPER
1201 16th St., N.W., Washington, D.C. 20036

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☐ Gymnastics ☐ Softball ☐ Swimming/Diving ☐ Synchronized Swimming ☐ Tennis
☐ Track & Field ☐ Volleyball
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Please send AAHPER membership information: _____ yes _____ no

NAGWS SPORTS GUIDES COMMITTEES INTEREST INDICATOR

The NAGWS Sport Guide Committee is endeavoring to broaden its base of personnel and to strengthen services to *Guide* readers. The purpose of this form is to offer readers an opportunity to join us in meeting this need. Please complete this form and send it to the Associate Guide Coordinator-elect, Mary Beth Cramer, Penn State University, White Building, University Park, PA 16802.

Name _____

Professional Address _____

City _____ State _____ ZIP Code _____

1. Check the Sport Committee(s) which would be of interest to you:

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___ Archery	___ Field Hockey	___ Softball
___ Badminton	___ Flag Football	___ Speedball
___ Basketball	___ Golf	___ Squash
___ Bowling	___ Gymnastics	___ Synchronized Swimming
___ Competitive Swimming	___ Lacrosse	___ Team Handball
___ Cross-country Track	___ Orienteering	___ Tennis
___ Cross-country Skiing	___ Racquetball	___ Track and Field
___ Diving	___ Skiing	___ Volleyball
		___ Water Polo

2. Would you like to serve as member of a Sports Guide Committee of your interest?* ___Yes ___No
3. Would you consider submitting an article to a Guide Committee as a prospective author? ___Yes ___No
   Possible topic or title _____
4. Can you suggest topics for articles which you would like to have included in future *Guides?* (Please indicate sport.) _____
   _____
5. Are there others whom you would recommend for consideration as possible committee members or authors? Please indicate below. (Use additional paper, if necessary.)

   Name _____ Sport(s) _____

   Professional Address _____

   City _____ State _____ Zip Code _____

   Sports Committee Member ☐ Prospective Author ☐ (Check one)

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*Current *Guide* material was prepared by the 1976-1978 Committee; material for the 1979-1980 *Guide* is to be prepared by the 1978-79 Committee.

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Sandy Cutter

OFFICIAL NAGWS
SOCCER
RULES

PREFACE TO 1978-79 SOCCER RULES

Because of the growth of soccer programs, the NAGWS Soccer Rules Committee has completely rewritten the rules. This is the first complete revision in many years. Five sets of rules (two sets of NAGWS, New York State Experimental Girls' Soccer rules, NCAA, National Federation and FIFA) were perused in writing the following. There is a definite trend toward the international rules since competition between nations is not that far away.

The Rules Committee has proposed three experimental rules for high school for 1978-79. These rules are mandatory for college play, however.

EXPERIMENTAL RULE 1

There shall be no team time-outs.

If the experimental rule 1 is used, delete the following:

RULE	2	SECTION 17 a and b
	2	18 d5
	2	18 e6 NOTE
	3	25 c5 (d)
	3	25 d2 (b)
	3	26 b4
	4	29 b4
	4	29 e1-6
	8	41 b

EXPERIMENTAL RULE 2

Time shall be in and the clock shall not stop for a corner kick.

NOTE: The corner kick shall be taken without a second whistle. If experimental rule 2 is used, delete the following.

RULE	3	SECTION 25 c5 (c)
	4	29 b3

RULE 10 SECTION 48e

EXPERIMENTAL RULE 3

The throw-in shall be taken from behind and over the head with the equal use of both hands.

If experimental rule 3 is used, delete the following.

RULE 11 SECTION 50 i. 1

We invite you to experiment with these three rules and complete the questionnaire on pages 59-60.

SUMMARY OF SOCCER RULES CHANGES FOR 1978-79

Rule 1. Field and Equipment
Section 1.
Longer field for college teams

Section 6.
Penalty boxes instead of penalty circle

Rule 2. Players and Substitutes
Section 18.
Only team taking throw-in may substitute
Running time for substitution

Rule 3. Officials
Section 25.
Timekeepers' duties specified

Rule 4. Time Factors, Scoring and Play
Section 27.

High School	18 minute quarters
	overtime two 5 minute periods
	2 team time outs
	(experimental–no time-outs)
College	45 minute halves
	overtime two 10 minute periods

Revised score sheet

Rule 7. Direct and Indirect Free Kicks
Section 40.
Opponents 10 yards away

Rule 9. Goal Kick

Changes from defense kick

Rule 11. Throw-In
Section 50.

High School	one hand or two hands with both feet in contact
	(experimental–two hands overhead)
College	two hands overhead

Rule 13. Fouls
Clarification of fouls

Rule 14. Rulings
Section 69.
Defines rulings

Suggestions for Tournament Play

21

CONTENTS FOR RULES

Rule		Page
1	Field and Equipment	25
2	Players and Substitutes	31
3	Officials	34
4	Time Factors, Scoring and Play	38
5	Kickoff	44
6	Offside	44
7	Direct and Indirect Free Kicks	45
8	Penalty Kick	46
9	Goal Kick	48
10	Corner Kick	48
11	Throw-In	49
12	Drop Ball	50
13	Fouls	51
14	Rulings	54
	Suggestions for Tournament Play	54

The three experimental rules for high school are:

1. No team time-outs.
2. The clock shall not be stopped for a corner kick.
3. Two hand overhead throw-in.

These three rules are official for college play.

NOTE: IF THE EXPERIMENTAL RULES ARE USED, OMIT THE RULES WITH A CHECK (√).

NAGWS SOCCER RULES, 1978-79

Rule 1. Field and Equipment

SECTION 1. PLAYING FIELD DIMENSIONS

a. High School
   Length – 90-110 yards
   Width – 60-70 yards
b. College
   Length – 110-120 yards
   Width – 65-75 yards
c. The length of the field shall exceed the width.

Note: Field refers to the field of play

Table of measurements adapted from the Federation Internationale De Football Association (FIFA), July 1976 Guide.

120 yards.	110 meters
110 yards.	100
100 yards.	90
90 yards.	82.5
75 yards.	69.5
70 yards.	64
65 yards.	59.25
60 yards.	54.5
18 yards.	16.5
12 yards.	11
10 yards.	9.15
6 yards.	5.5
5 yards.	4.50
1 yard	1

8 feet	2.44
5 feet	1.50
28 inches	0.71
27 inches	0.68
5 inches	0.12
14 ounces	396 grams
16 ounces	453 grams

SECTION 2. PROCEDURE FOR MARKING THE FIELD

a. The field shall be marked with distinctive lines, in accordance with the diagram. (See page 27.)
b. The lines shall not be more than 5 inches in width.
c. The lines shall be marked with a material which is not injurious to the eyes or skin.
d. All markings shall be a part of the area they enclose.
e. The home team shall be responsible for the proper marking of the field.
f. In the case of a field which is playable but on which, during the course of the game, the markings have become invisible by reason of the elements, the markings shall be assumed to be present.

SECTION 3. BOUNDARY LINES

a. The longer boundary lines shall be called sidelines.
b. The shorter boundary lines shall be called endlines.

The part of the endlines between the goal posts shall be called goal lines.

c. There shall be an area at least 5 yards in depth free of obstruction outside the boundary lines.

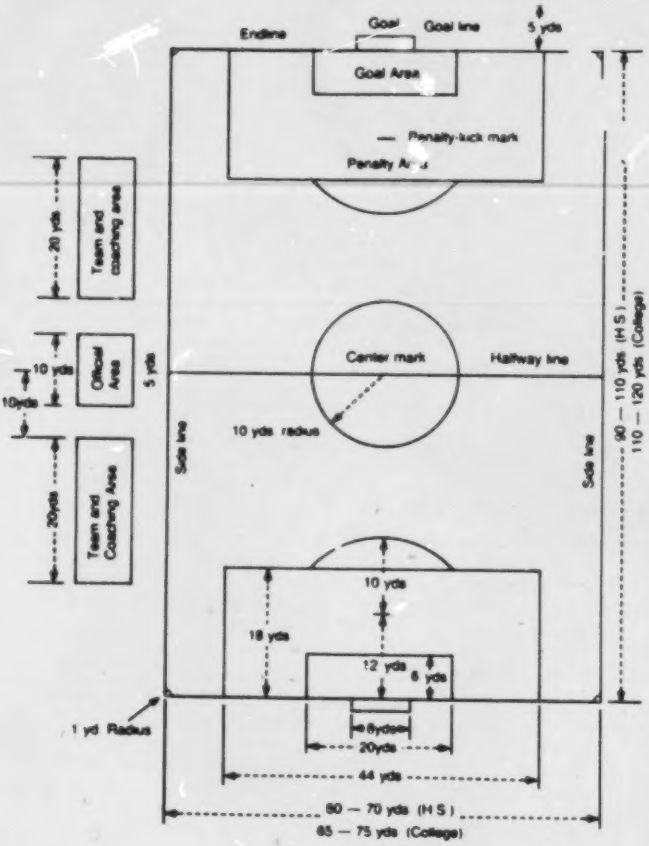
SECTION 4. HALFWAY LINE AND CENTER CIRCLE

a. Halfway line. The halfway line shall be drawn across the field connecting the middle of the two sidelines. The center of the halfway line shall be indicated.
b. Center Circle. A circle with a 10-yard radius shall be drawn using the center of the halfway line as the center of the circle.

SECTION 5. GOAL AREA

a. At each end of the field two lines shall be drawn at right angles to the endline, six yards from the inside of each goal post. These shall extend into the field for a distance of six yards and shall be

SOCCER FIELD DIAGRAM



joined by a line drawn parallel with the endline.
b. Each of the spaces enclosed by these lines and the endline shall be called a goal area.

SECTION 6. PENALTY AREA

a. At each end of the field two lines shall be drawn at right angles to the endline, 18 yards from the inside of each goal post. These shall extend into the field for a distance of 18 yards and shall be joined by a line drawn parallel with the endline. Each of the spaces enclosed by these lines and the endline shall be called a penalty area.
b. At each end of the field, a two-foot line shall be placed at a point 12 yards from the midpoint of, and parallel to, the endline. This line shall extend one foot on either side of the center of the undrawn line. Each of these lines shall be called a penalty kick mark.
c. Using the center of the penalty kick mark describe a 10-yard arc outside the penalty area and closing on the penalty area line. This shall be the restraining line for penalty kicks.

SECTION 7. CORNER KICK AREA

From each corner a quarter circle, having a radius of one yard, shall be drawn inside the field.

SECTION 8. CORNER FLAGS

a. A flag on a post, not less than five feet high and having a non-pointed top, shall be placed at each corner. The shorter spring type "football flag" shall be acceptable.
b. The flag shall be of a bright color, easily distinguishable from the surroundings.

SECTION 9. GOALS

a. The goals, using the inside measurement, shall be upright wooden or metal posts eight yards apart. The goal posts shall be joined by a horizontal crossbar measuring eight feet from the lower edge to the ground. The posts and crossbar shall be of similar material.
b. The posts shall be fixed on the endline equidistant from the corners.
c. The width and depth of the goal posts and crossbar shall not exceed five inches.
d. The goal posts and crossbar shall be painted white.

SECTION 10. GOAL NETS

a. Nets shall be attached to the goal posts, crossbar and the ground behind each goal.
b. There shall be no openings for the escape of the ball.
c. The nets shall be properly supported so that the top of the net will extend backward on a level with the crossbar a distance of at least two feet to allow the goalkeeper ample room.

SECTION 11. OFFICIALS' TABLE AND TEAM BENCHES

a. The officials' table for the scorekeepers and timekeepers shall be opposite the halfway line and five yards from the sideline.
b. The team benches shall be placed on each side of the officials' table and shall be five yards from the sideline.

SECTION 12. SPECTATORS

Spectators shall not be permitted within 10 yards of the field. The game shall be suspended when the spectators are persistently within 10 yards of the field. See Rule 3. Section 23, g.

SECTION 13. THE BALL

a. The ball shall be spherical, with an outer casing of leather or other similar material that is weather resistant. No material shall be used in its construction which might prove dangerous to the players.
b. The circumference of the ball shall not be more than 28 inches nor less than 27 inches.
c. The weight of the ball at the start of the game shall not be more than 16 ounces nor less than 14 ounces.
d. The ball shall be inflated to a pressure as specified by the manufacturer.
e. The home team shall be responsible for supplying five legal game balls. If the home team fails to do so, the referee shall choose the five game balls from either team.
f. If the ball becomes defective during the playing time, the game shall be stopped and restarted by a drop ball at the nearest spot. No drop balls shall be taken within the penalty area.
g. If the ball becomes defective while play has been stopped, the game shall be restarted accordingly.

Note: THE BALL WHETHER ON THE GROUND OR IN THE AIR IS WITHIN AN AREA UNTIL THE ENTIRE BALL HAS PASSED THE LINE.

SECTION 14. PLAYERS' EQUIPMENT

a. The jerseys of the opposing teams shall be of contrasting colors. In the event of a similarity of color, the home team shall be responsible to make the necessary change.
   Note: It is recommended that the home team wear white or light colored jerseys and the visiting team wear dark jerseys.
b. The jersey of the goal keeper shall be distinctly different from that of any teammate or opponent.
c. A number of solid color contrasting with the color of the jersey shall be worn by each player (excpet the goalkeeper) on the front and back of the jersey. The number in front shall be at least four inches high; the number in back shall be at least six inches high.
d. All team members (except the goalkeeper) shall wear identical uniforms.
   Note: Extra apparel worn for warmth shall be identical but not mandatory for the team.
e. Soccer shoes shall conform to the following standards: Cleats or studs shall be at least ½ inch in diameter at the tip and shall not project more than ¾ inch from the sole or heel of the shoe.

Exception—Molded soles with multiple cleats less than ½ inch in diameter, which do not extend more than 5/16 of an inch from the sole, and are not of extreme conical design shall be legal. Metal or metal tipped cleats shall be illegal.

f. Shin guards shall be worn by every player for leg protection.
g. A player shall not wear anything which is dangerous to another player (jewelry, protruding metal or casts). Knee braces shall be wrapped.
h. The referee shall examine the equipment of each player before the start of the game.
i. A player found wearing illegal equipment before the start of the game shall be required to remove it or leave the field. The player shall not return without first reporting to the referee.
j. A player found wearing illegal equipment after the game has started shall be removed from the game when the ball is out of play.
   1. The clock shall be stopped to remove the offending player. A substitute shall be allowed to enter the game.
      Note: THE OFFENDING PLAYER IS THE PLAYER WHO COMMITTED THE FOUL.

   A substitute player shall be allowed to enter the game.

2. The offending player may reenter the game the next time her team is allowed to substitute.

Penalty for j: INDIRECT FREE KICK

Note: Unless the word repeat is stated in the penalty, the opponents shall put the ball in play.

k. A player on the field, whose equipment becomes defective or illegal, shall be removed from the game without a penalty when the ball is out of play. (See Rule 1. Section 14, j, 1, 2)

Rule 2. Players and Substitutes

SECTION 15. NUMBER OF PLAYERS

a. An official team shall be composed of 11 players, one of whom shall be designated as the goalkeeper.
b. There shall be any number of substitutes.
c. A team shall have at least 11 players to start the game and may not continue with less than 9 players.
Penalty for c: DEFAULTED GAME
d. A player shall not leave the field while the game is in progress without permission from the referee.
Penalty for d: INDIRECT FREE KICK

SECTION 16. CAPTAINS

a. A captain shall be designated for each team.
b. Only the captain shall address an official on matters of interpretation or to obtain essential information.
c. A captain, or someone appointed to act as captain, shall be on the field at all times.

SECTION 17. PLAYER INJURY

The clock shall be stopped because of an injury to a player.

√a. If the player remains in the game the team of the offending player shall be charged with a team time-out.
√b. If the injured player leaves the game the team of the offending player shall not be charged with a team time-out.
c. The injured player may be replaced with a substitute.
d. The player who was replaced may reenter the game the next time her team is allowed to substitute.

SECTION 18. SUBSTITUTIONS

a. A substitute may enter the game for any player.

b. A player who has not been disqualified may enter the game any number of times.
c. A player who is not replaced by a substitute may reenter the game.
d. A team shall substitute:
   1. when awarded the ball for a throw-in
      Note: Only the team in possession may substitute.
   2. after a goal is scored
   3. ball passes the endline
   4. between periods
   √5. team time-outs (high school only)
   6. before a penalty kick
   7. for a disqualified player
   8. injury
   9. for a player wearing illegal equipment.

   Penalty for d: INDIRECT FREE KICK
e. Procedure
   1. A substitute shall report her number and the number of the player she is replacing to the scorekeeper.

      See Section 19-f for goalkeeper substitution.
   2. The substitute shall remain outside the sideline until recognized by the referee.

      Penalty for e 1 and 2: INDIRECT FREE KICK
   3. The timekeeper shall sound a horn to indicate substitution to the referee only at the times designated in SECTION 18 d.
   4. During intermission a substitute does not have to be recognized by the referee.
   5. The time shall not be stopped for substitution.
   6. Each team shall have a maximum of 30 seconds for substitution. A team may substitute any number of players within the 30 seconds.

      √**Note:** If the substitution takes more than 30 seconds, a team time-out shall be charged to the team of the offending player(s). (high school only)

      Penalty for e 6: (high school experimental and college) INDIRECT FREE KICK
   7. If a team repeatedly substitutes to consume time, the referee shall give the coach a warning for misconduct.

SECTION 19. GOALKEEPER PRIVILEGES

a. The goalkeeper may handle the ball within her own penalty area:

1. pick up
2. punt
3. drop kick
4. throw
5. combine bounces with a punt, drop kick or throw
6. roll, bounce, dribble or bounce and catch the ball any number of times

b. The goalkeeper within her own penalty area shall not:
1. take more than four steps while in possession of the ball
2. deliberately delay getting rid of the ball when it is in her possession
Penalty for b 1 and 2: INDIRECT FREE KICK
3. intentionally strike an opponent by throwing the ball vigorously at her, or push her with the ball while holding it.
Penalty for b 3: PENALTY KICK

c. The goalkeeper has possession of the ball when:
1. dribbling with the hands
2. dropping the ball for a kick
3. throwing the ball into the air and catching it
4. rolling the ball
5. trapping the ball with one or both hands
Note: a. fumbling the ball in an attempt to gain possession shall not be considered as having possession.
b. steps taken to gain possession or regain balance shall not be considered as part of the four steps.

d. An opposing player shall not hinder a goalkeeper in possession of or releasing the ball (e.g. boxing in, face guarding, waving the arms).
Penalty for d: INDIRECT FREE KICK

e. An opposing player shall not charge the goalkeeper: (i.e. make contact with the goalkeeper who has possession of the ball.
1. Intentional charging of the goalkeeper
Penalty for e 1: Disqualification of the offending player and a DIRECT FREE KICK
2. Unintentional charging of the goalkeeper
Penalty for e 2: a. First offense – DIRECT FREE KICK
b. Second offense by the same player–disqualification of the offending player and DIRECT FREE KICK

f. Substitution for the goalkeeper
1. A player from the bench, wearing a distinguishable jersey, may replace the goalkeeper by following the procedure for

substitution. See RULE 2 SECTION 18 e

2. A player on the field, wearing a distinguishable jersey, may replace the goalkeeper by notifying the referee when her team is allowed to substitute.

Penalties for 19 f: INDIRECT FREE KICK OR PENALTY KICK

INDIRECT FREE KICK–if the goalkeeper is wearing a distinguishable jersey. (The indirect free kick is awarded for illegal substitution.)

PENALTY KICK–if a player, without a distinguishable jersey, handles the ball within her own penalty area.

Note: "Own" is the half of the field in which the opposing team is attempting to score.

Note:

1. A penalty kick shall be awarded when the goalkeeper, within the penalty area, commits a foul which should have resulted in a direct free kick.
2. Outside the penalty area the goalkeeper shall have no more privileges than any other player–e.g. handling the ball outside the penalty area shall result in a direct free kick.

Rule 3. Officials

SECTION 20. DUAL REFEREE SYSTEM

There shall be two referees.

SECTION 21. DUAL REFEREES

a. Both referees shall have equal authority and responsibility.
b. The referees shall change sides of the field only at half time.
c. The referee on the side near the officials' table shall recognize substitutes and give the timekeeper the signal for the kickoff.

SECTION 22. REFEREES' UNIFORM

a. The referee shall dress in uniforms of the same type.
b. The uniform shall consist of a broad vertical striped navy blue and white shirt or jersey, and navy blue shorts, skirt or dress pants. Shoes shall be similar to those worn by the players.

SECTION 23. DUTIES OF THE REFEREE

The referee shall:

a. Make all decisions for infringement of rules committed within or outside the boundary lines.
b. Call all fouls (there shall be no held whistle).
c. Before the start of the game:
   1. check
      (a) the field
      (b) 10 minutes before the start of the game, check the official scorebook
      (c) each player's equipment
   2. instruct the timekeepers, scorekeepers and linespeople of their duties.
   3. explain charging of the goalkeeper to the players.
d. Use the whistle to:
   1. signify that the ball is out of play
   2. restart play
      (a) for a kick off, penalty kick or corner kick
      (b) after a team time-out or temporary suspension of play (exception drop ball).
   3. signify a field goal or penalty goal.

Note: The referee shall refrain from using the whistle at any other time.

e. If the horn blows, indicating the end of a playing period, while the ball is on its way to the goal, the referee shall hold the whistle. The ball is in play until it hits a player (exclusing the goalkeeper), the goalpost, the crossbar or passes a boundary line or the goal line (field goal).

Note:
   1. An opponent shall contact the ball in a legal manner.
   2. A ball deflecting off the goalkeeper into the goal shall be scored a field goal.

f. Suspend the game in case of injury. There shall be sufficient time to safely remove the injured player.

   Note: If the player is slightly injured, the game shall not be stopped until the ball is out of play. A player who is able to go to a boundary line shall not be treated on the field.

g. Suspend or terminate a game because of weather conditions, spectator interference or any unforeseen cause. Any game not completed shall be replayed from the start unless previous arrangements have been made by both teams.
h. Warn any player or coach of misconduct.

i. Refrain from putting into effect any penalty that would give an advantage to the team of the offending player(s).
j. At the end of the game: check the score and sign the official scorebook.

SECTION 24. LINESPEOPLE

a. The home team shall be responsible for providing four linespeople.
b. The linespeople shall assist the referee by indicating when and where the ball went out-of-bounds. The referee shall decide where the ball left the field.
c. The linespeople shall carry an extra game ball and act as ball retrievers.

SECTION 25. TIMEKEEPERS

a. There shall be two timekeepers.
   1. The home team shall provide the official timekeeper
   2. The visiting team shall provide the assistant timekeeper.
b. The timekeeper shall use a visual stop clock or stop watch.
c. Duties of the official timekeeper:
   1. Keep an account of the playing time
      (a) high school
         (1) 18-minute quarters
         (2) tie game—two 5-minute overtime periods
      (b) College
         (1) 45-minute halves
         (2) tie game—two 10-minute overtime periods.
   2. Signify by means of a horn the termination of each playing period.
   3. At the officials' table, audibly count down the last 60 seconds of each playing period by tens to the last 10 seconds and then by ones.
   4. Start the clock:
      (a) on the kickoff—when the ball is kicked
      (b) penalty kick
         (1) after a penalty goal is scored—when the ball is kicked on the following kickoff
         (2) after the ball passes over the end line or the crossbar—when the ball is kicked on a goal kick
         (3) if the ball remains in play—when the ball touches the goalkeeper or another player on the field

(c) when play restarts after the clock has been stopped.
(1) if a throw-in—when the ball touches a player on the field.
(2) if a kick—when the ball is kicked.
(3) if a drop ball—when the ball is touched by a player.

5. Stop the clock on the referee's signal
(a) goal
(b) penalty kick
√(c) corner kick (high school only)
√(d) team time-outs (high school only)
(e) injury
(f) temporary suspension of the game
(g) warning or disqualification
(h) when signaled to do so by the referee

6. Sound the horn when the ball is out of play:
(a) for substitution when notified, by the official scorekeeper
(b) when the coach comes to the officials' table to request a team time-out

d. Duties of the assistant timekeeper:
1. shall have a separate timing device
2. check and indicate when time has expired
(a) intervals between playing periods
(1) 2 minutes between quarters (high school only)
(2) 10 minutes between halves
(3) 5 minutes before the first overtime period
(4) 2 minutes between overtime period
√(b) team time-out (high school only)—2 time-outs of 2 minutes each
(c) substitution—30 seconds
(d) at the table, with the official timekeeper audibly shall count down the last 60 seconds of each playing period by tens to the last 10 seconds and then by ones.

SECTION 26. SCOREKEEPERS

a. There shall be two scorekeepers:
1. The home team shall provide the official scorekeeper
2. The visiting team shall provide the assistant scorekeeper.

b. Duties of the official scorekeeper:
1. Record the first and last name and number of the players and substitutes of each team.
(a) indicate the goalkeeper of each team by a "G"
(b) indicate the captain of each team by a "C"

2. Record the team taking the first kick off.
3. Record each type of goal (field goal or penalty goal)
4. Record each team time-out. Notify the referee when a team has taken more than two team time-outs (high school only).
5. Notify the official timekeeper when a player reports for substitution.

c. Duties of the assistant scorekeeper:
1. Keep a separate scorebook.
2. Compare records after each goal, team time-out, and playing period.

Rule 4. Time Factors, Scoring and Play

SECTION 27. LENGTH OF GAME

a. High School
1. The game shall consist of 18-minute quarters.
2. There shall be a two minute interval between the first and second quarters and between the third and fourth quarters.
3. There shall be a 10-minute interval between each half.

b. College
1. The game shall consist of 45 minute halves.
2. There shall be a 10-minute interval between each half.

c. The periods may be shortened by mutual consent of the coaches. The referee shall be notified before the start of the playing period(s).

SECTION 28. OVERTIME

a. In case of a tie game, there shall be two extra periods
1. high school— 5 minutes each
2. college— 10 minutes each

b. There shall be a five-minute interval between the end of the fourth quarter and the first overtime period.

c. There shall be a two-minute interval between the first and second overtime periods.

d. The ends of the field shall be changed at the start of each overtime period.

e. The team which had the first kickoff of the game shall kick off at the start of the first overtime period. The other team shall kick off at the start of the second overtime period.

f. If the score is tied at the end of the two overtime periods, the game shall remain a tie.

SECTION 29. TIME-OUTS

a. Time shall be out only when ordered by the referee.
b. Time shall be out and the clock stopped on the referee's signal:
   1. after a goal is scored
   2. when a penalty kick is awarded
   3. when a corner kick is awarded (high school)
   4. team time-outs (high school)
   5. when an injury occurs
   6. warning and disqualification
   7. when signaled to do so by the referee

   See: RULE 3. Section 25, c 5

c. Time-out due to an injury
   1. If a team had possession of the ball (except within the penalty area), play shall be restarted from an indirect free kick.
   2. If neither team had possession of the ball (except within the penalty area), play shall be restarted from a drop ball.
   3. If the ball is out of play within the penalty area, play shall be restarted at the nearest spot outside the penalty area.

d. If a captain or coach requests a time-out for an interpretation of a referee's decision (not a judgment decision) and the referee's decision is found to be incorrect, the time-out shall be charged to the referees.

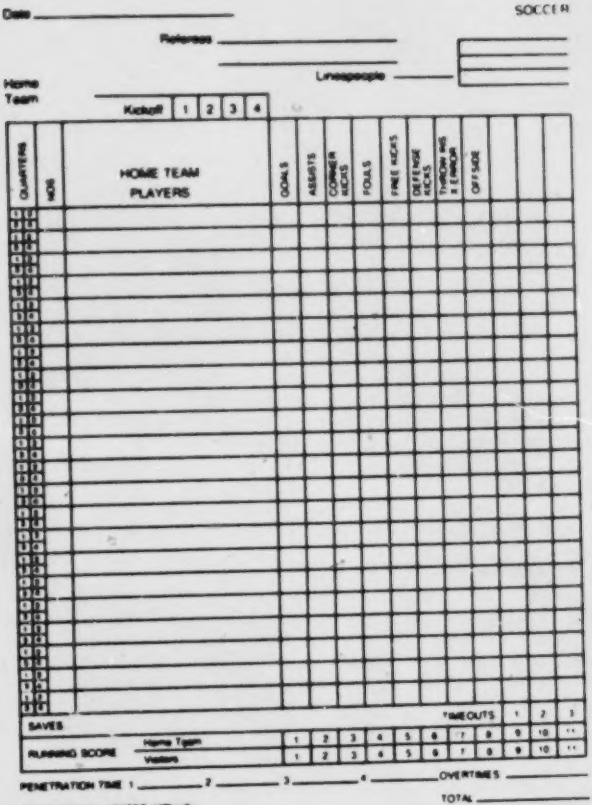
e. Team time-outs (high school)
   1. Each team shall be allowed two team time-outs of two minutes each.

      Penalty for e 1: PENALTY KICK
   2. A team time-out may be requested by any player on the field or by the coach at the officials table when the ball is out of play.
   3. If an injured player remains in the game, the team of the offending player shall be charged with a team time-out.

      See: RULE 2. Section 17
   4. If a substitution takes more than 30 seconds, the team of the offending player shall be charged with a team time-out.

      See: RULE 2. Section 18, (e) 6 and 7
   5. Team time-outs not used in the regulation game may be accumulated and used in the overtime periods.
   6. If a captain or coach requests time-out for an interpretation of a referee's decision (not a judgment decision) and that decision is found to be correct, the team making the request shall be charged with a team time-out.

Rule 4. Time Factors, Scoring and Play



SOCCER SCORE SHEET*

See: RULE 4. Section 29 d.
If a team doesn't have any time-outs remaining, a penalty kick is awarded.

f. Play is restarted after time-out is taken:
   1. if the ball passed the side line—throw-in
   2. if the ball has passed the endline—goal kick or corner kick
   3. if a foul was called—penalty for the foul

      (i.e.) direct free kick, indirect free kick, drop ball, penalty kick
   4. if a goal—kickoff.

SECTION 30. TIME-IN

The timekeeper shall start the clock: as stated in RULE 3. Section 25, (c) 4

SECTION 31. SCORING

Field goal	1 point
Penalty goal	1 point
Defaulted game	1-0
Tie game	2 overtime periods

a. A goal shall be scored when the ball has passed completely over the goal line under the crossbar. See: RULE 1, Section 13, Note.
b. A goal shall be scored if the crossbar becomes displaced and the ball passes the goal line below where the crossbar should have been.
c. The team scoring the greater number of goals during the game shall be the winner.
d. A field goal shall be scored:
   1. when a player, within her own goal area deliberately stops or deflects the ball with the hand or arm to prevent a sure goal.
      Note: the goal shall be scored even though the ball did not pass the goal line under the crossbar.
   2. directly from a drop ball, a corner kick, or a direct free kick
e. A field goal shall not be scored directly from a kickoff, a goal kick, a throw-in or an indirect free kick.
   Penalty for e: GOAL KICK

   THROW-IN—if the ball was thrown into the goal.
f. A penalty goal shall be scored if the penalty kick is deflected into the goal by the goalkeeper.
   Note: Any follow-up shot, shall be a field goal.

g. Defaulted game:
   1. The score of a defaulted game shall be 1-0 unless the defaulting team has the lower score.
   2. A game shall be defaulted when:
      (a) a team fails to have eleven players to start the game
      (b) a team fails to have nine players to continue play
      (c) a coach or player refuses to leave the team bench or field after expulsion from the game

SECTION 32. PRELIMINARIES

a. The coach shall submit the starting lineup and the substitutes to the official scorekeeper 10 minutes before the start of the game.
   1. The coach shall include: the first and last names and numbers.
   2. The goalkeeper shall be indicated with a "G."
   3. The captains shall be indicated with a "C."
b. Coin toss
   1. Before the start of the game, the visiting captain shall call the toss of the coin while it is in the air.
   2. The winner of the toss shall have
      (a) choice of ends or
      (b) choice of receiving or taking the kickoff
   3. The loser shall have the other choice.

SECTION 33. START OF PLAYING PERIODS

At the start of each playing period the teams shall:

a. Alternate kickoff.
b. Change ends of the field.

SECTION 34. BALL OUT OF PLAY–BALL IN PLAY

a. The ball is OUT of play:
   1. when the entire ball, whether on the ground or in the air has passed a boundary line. The ball is out of bounds if it lands within the field after passing a boundary line in mid-air.
   2. when the referee blows the whistle to stop the game.
b. The ball is IN play:
   at all other times including rebounds into the field from a goalpost, crossbar, or corner flagpost. If the ball rebounds into the field from the referee, it is in play.
c. Play shall restart:
   1. when the ball has passed a boundary line–a throw-in, goal kick or corner kick

2. when a foul occurs—a free kick or penalty kick
3. after a temporary suspension of play—drop ball (unless the temporary suspension should have restarted with a free kick or throw-in),

   DROP BALL—See RULE 12.
4. when a goal has been scored—kickoff.

Note: The play shall restart from the position of the ball and not the position of the player.

Rule 5. Kickoff

SECTION 35. WHEN TAKEN

A kickoff shall be taken:

a. to start each playing period
b. after a goal has been scored by the team that did not score

SECTION 36. PROCEDURE

a. On the referee's signal, the game shall start with a place kick from the center of the field.
   Note: A PLACE KICK IS A KICK AT A STATIONARY BALL ON THE GROUND.
b. Every player shall be within her half of the field.
c. Every opponent shall be outside the center circle until the ball is kicked. (A teammate of the kicker may be anywhere within her half of the field.)
d. The ball shall not be in play until it has been kicked forward its circumference.
   RULING for b-d: KICKOFF IS REPEATED
   Note: When the word repeat is stated, the same team shall put the ball in play.
e. The ball shall be motionless when the kick is taken.
f. The kicker shall not play the ball a second time until it has been touched by another player.
   Penalty for e-f: INDIRECT FREE KICK
g. A field goal shall not be scored directly from a kickoff.
   Penalty for g: GOAL KICK

Rule 6. Offside

SECTION 37. WHEN OFFSIDE

a. An attacking player shall be offside when she is nearer the oppo-

42

nent's endline than the ball at the moment the ball is played unless:

1. the player is in her half of the field
2. there are two opponents nearer their endline than the player
3. the ball was last touched by an opponent
4. the opponent receives the ball directly from a goal kick or a corner kick.

Penalty for a: INDIRECT FREE KICK

b. A player with the ball shall never be offside.

c. A player, who is not offside when a teammate passes the ball or takes a free kick, a throw-in, or a drop ball shall not be offside when she goes forward during the flight of the ball.

d. The referee immediately shall call offside.

Note: A player shall not leave the field to avoid being offside (see RULE 2, Section 15, d).

Rule 7. Direct and Indirect Free Kicks

SECTION 38. TYPES OF FREE KICKS

a. Direct free kick—a place kick from which a field goal can be scored directly against the opposing team.

b. Indirect free kick—a place kick from which a field goal can be scored against the opposing team after the ball has touched another player.

SECTION 39. WHEN TAKEN

A free kick shall be taken to restart play after a foul has been called.

Note: Fouls which result in a direct or indirect free kick are listed under RULE 13. Section 54

SECTION 40. PROCEDURE

a. The free kick shall be taken:
   1. by an opponent of the offending team.
   2. from the spot where the ball is out of play
      (a) a penalty kick shall be awarded when a player, within her own penalty area, commits a foul which should have resulted in a direct free kick.
      (b) an indirect free kick awarded within the penalty area shall

not be taken within 10 yards of the goalline.

b. The ball may be kicked in any direction.
c. If the player kicks the ball from a free kick directly into her goal, no field goal shall be scored.
   Penalty for c: CORNER KICK
d. When a free kick is taken by a player within her own penalty area, the ball shall be kicked out of the penalty area.
   1. Every opponent shall be outside the penalty area and 10 yards from the ball until it is kicked.
   2. No teammate of the kicker shall touch the ball until it is outside the penalty area.
e. Every opponent shall be 10 yards from the ball, until it is kicked (a teammate of the kicker may stand anywhere within the field).
f. The ball shall not be in play until it has been kicked its circumference.
   RULING for d-f: REPEAT THE KICK
g. The ball shall be motionless when the kick is taken.
h. The kicker shall not play the ball a second time until it has been touched by another player.
   Penalty for g-h: INDIRECT FREE KICK
i. A field goal shall not be scored from an indirect free kick, if the ball is kicked directly into the opponent's goal.
   Penalty for i: GOAL KICK

Rule 8. Penalty Kick

SECTION 41. WHEN TAKEN

a. A penalty kick shall be awarded when a player, within her own penalty area, commits a foul which should have resulted in a direct free kick.
   Note: The position of the player, not the ball determines the awarding of the penalty kick.
√b. A team takes more than two team time-outs (high school).
c. Failure to notify the referee when the goalkeeper is changed and the new goalkeeper, not wearing a distinguishable jersey handles the ball within her own penalty area.

   See: RULE 2. Section 19 g

d. A penalty kick shall not be awarded when a player commits a foul which should have resulted in an indirect free kick.

SECTION 42. PROCEDURE

a. The penalty kick is a place kick taken anywhere on the penalty kick mark.
b. Every player (except the kicker and the opposing goalkeeper) shall be outside the penalty area and restraining line in the field.
c. The opposing goalkeeper shall stand, with feet stationary, on the goal line until the ball is kicked. After the ball is kicked, the goalkeeper may advance.
d. The referee shall blow the whistle when every player is in position and the kicker has been recognized.
e. The kicker shall:
   1. stand anywhere within the penalty area
   2. raise an arm to be recognized by the referee and the opposing goalkeeper.
   3. attempt to send the ball between the goalposts
   4. not play the ball a second time until it has been touched by another player.

   Note: If the ball rebounds from the goalposts or crossbar, it has not been touched by another player.

RULINGS b-e: 1. Foul by an opponent—the kick is REPEATED if no penalty goal is scored.
2. Foul by a teammate or the kicker.

INDIRECT FREE KICK, NO PENALTY GOAL IS SCORED

f. The ball shall not be in play until it has been kicked its circumference.
   Penalty for f: INDIRECT FREE KICK
g. Time of play shall be extended at the end of a playing period to award a penalty kick. Only the kicker shall play the ball.

SECTION 43. PENALTY GOAL

a. A penalty goal shall be scored when the ball has passed the goalline under the crossbar.
b. When the ball is deflected into the goal by the opposing goalkeeper.
   Note: Any follow-up shot shall be scored as a field goal.

SECTION 44. PENALTY KICK IS OVER

a. The penalty kick is over and play restarts by a:
   1. kickoff—when a penalty goal has been scored
   2. goal kick—when the ball passes over the endline or the crossbar.

b. The ball is in play when the penalty goal is not scored and the ball remains within the field.

Rule 9. Goal Kick

SECTION 45. WHEN TAKEN

A goal kick shall be taken by an opponent of the player who last touched the ball before it passed the opponent's endline or above the opponent's crossbar.

SECTION 46. PROCEDURE

a. The ball shall be placed anywhere within the half of the goal area nearest the spot where it passed the endline or above the crossbar.
b. The ball shall be kicked outside the penalty area.
c. Every opponent shall be outside the penalty area (a teammate of the kicker's may stand anywhere within the field).
d. No teammate of the kicker shall touch the ball until it is outside the penalty area.
   RULING for b-d: REPEAT THE KICK
e. The ball shall be motionless when the kick is taken.
f. The kicker shall not play the ball a second time until it has been touched by another player.
   Penalty for e-f: INDIRECT FREE KICK
g. A goal shall not be scored from a goal kick, if the ball is kicked directly into the goal of the opposing team.
   Penalty for g: GOAL KICK

Rule 10. Corner Kick

SECTION 47. WHEN TAKEN

A corner kick shall be taken:

a. By an opponent of the player who last touched the ball before it passed her own endline, or above her own crossbar.
b. When a player kicks the ball from a free kick, directly into her own goal, no field goal shall be scored. The opponents shall be awarded a corner kick.
   See: RULE 7. Section 40c.

SECTION 48. PROCEDURE

a. A place kick shall be taken from anywhere within the quarter circle at the nearest corner.

b. Every opponent shall be 10 yards from the ball until it is kicked.
c. The ball shall not be in play until it has been kicked its circumference.
RULING for b and c: REPEAT THE KICK
d. The ball shall be motionless when the kick is taken.
e. The kicker shall wait for the referee's whistle before kicking the ball.
f. The kicker shall not play the ball a second time until it has been touched by another player.
Note: If the ball rebounds from the crossbar or goal posts, it has not been touched by another player.
g. The goalkeeper shall be entitled to clear vision of the ball.
Note: An opponent shall not obstruct the goalkeeper after the ball has been kicked.
See: RULE 13. Section 59
Penalty for d-g: INDIRECT FREE KICK
h. A field goal may be scored directly from a corner kick.

Rule 11. Throw-in

SECTION 49. WHEN TAKEN

A throw-in shall be taken by an opponent of the player who last touched the ball before it passed the sideline.
Note: If the ball passes the sideline in mid-air and curves back into the field, the ball is still out-of-bounds. Even if the ball lands within the field, the ball is still out-of-bounds. (A drop ball shall be taken when two opponents simultaneously touch the ball before it passes the boundary line.) See: RULE 12. Section 52

SECTION 50. PROCEDURE

a. The ball shall be thrown-in from the spot where it passed the sideline.
b. The ball may be thrown in any direction.
c. Every opponent shall be 10 yards from the spot of the throw-in until the ball is thrown.
d. The ball shall not be in play until it enters the field.
RULING for c and d: REPEAT THE THROW-IN
Note:
1. If a throw-in never enters into the field and lands out-of-bounds the throw-in is repeated. (The ball is still out-of-play.)
2. If a throw-in enters into the field in mid-air and then curves

back out-of-bounds before touching the ground, the opponents shall be awarded a throw-in.

e. The thrower shall stand outside the sideline until the ball is released.

f. A part of each foot shall be touching the ground when the ball is released.

g. The thrower shall not play the ball a second time until it has been touched by another player.

h. A field goal shall not be scored from a throw-in, if the ball is thrown directly into the goal.

Penalty for e-h: THROW-IN

i. Types of throws

√1. High school—The throw-in shall be taken with one or two hands, using any type of throw.

Experimental rule—Use the same type of throw-in as the college rule. See i. 2.

2. College—The throw-in shall be taken from behind and over the head with the equal use of both hands.

Penalty for i: THROW-IN

Rule 12. Drop Ball

SECTION 51. DROP BALL

A drop ball is when the referee holds the ball at waist level and lets it drop to the ground between any two opponents.

SECTION 52. WHEN TAKEN

A drop ball shall be taken when:

a. Two opponents, simultaneously touch the ball before it passes the boundary line.

b. Two opponents simultaneously foul.

c. There is a temporary suspension of play and no team had possession.

SECTION 53. PROCEDURES

a. A drop ball shall be taken 5 yards from the spot where the ball passed the boundary line.

b. When a drop ball occurs within the penalty area, the drop ball shall be taken at the nearest spot outside the penalty area.

c. Any two players, except the goalkeeper, shall take a drop ball.

d. All other players shall be anywhere in the field.
e. Each player taking a drop ball shall:
   1. face her opponent's goal
   2. contact the ball after it rebounds from the ground

   RULING for e2: REPEAT THE DROP BALL
f. The ball shall touch the ground before it can be played.
   RULING for f: 1. FIRST TIME a player fouls: REPEAT THE DROP BALL
   2. SECOND TIME the same player fouls: INDIRECT FREE KICK
g. A field goal may be scored directly from a drop ball.

Rule 13. Fouls

SECTION 54. TYPES OF FOULS

a. Fouls involving contact:
   1. Tripping
   2. Kicking
   3. Striking
   4. Jumping in
   5. Holding
   6. Charging
   7. Hand ball

Penalty for a: DIRECT FREE KICK

b. Fouls with no contact
   1. Dangerous play
   2. Obstruction
   3. Offsides
   4. Illegal equipment
   5. Illegal substitution
   6. Fouls of the goalkeeper's privileges
   7. Interference with the goalkeeper
   8. Nonparticipants
   9. Players leaving the field
   10. Improper procedure for kicks and drop balls

Penalty for b: INDIRECT FREE KICK

c. Misconduct

Penalty for c:
   1. First offense—warning and INDIRECT FREE KICK
   2. Second offense—expulsion and INDIRECT FREE KICK

SECTION 55. TRIPPING, KICKING, STRIKING AND JUMPING

A player shall not trip, kick, strike or jump into an opponent.
Penalty for Section 55: DIRECT FREE KICK

Note: A legal sliding tackle is one in which one or both feet slide to tackle the ball. The initial contact is with the ball and may not be executed outside the peripheral vision of the opponent.

SECTION 56. HOLDING AND CHARGING

Holding is impeding progress by placing the hand(s) or extended arm(s) in contact with an opponent. Charging is pushing into an opponent with the body and/or hand(s).

a. A player shall not hold or charge an opponent.
Penalty for a: DIRECT FREE KICK
b. Charging the goalkeeper See: RULE 2, Section 19 e
Penalty for b: DIRECT FREE KICK

SECTION 57. HAND BALL

A player shall not contact the ball intentionally with a hand or arm. (This does not apply to the goalkeeper within her own penalty area.)
Penalty for SECTION 57: DIRECT FREE KICK

Note: Unintentional handling—A player shall not be penalized when a ball strikes or touches her hand(s) or arm(s) even if the advantage is gained by the offending team.

Note: Legal chest protection shall be with the arms crossed upon the chest with palms flat against the body. The forearms must be in contact with the body.

SECTION 58. DANGEROUS PLAY

A player shall not play the ball in a dangerous manner which may cause injury. Examples of dangerous play are:
a. raising the foot to shoulder height or hitch kicking while an opponent is within 6 feet
b. lowering the head to waist level while an opponent is within 6 feet
c. playing the ball while sitting or lying on the ground
d. delaying the game by sitting or lying on the ball.
Penalty for a-d: INDIRECT FREE KICK

SECTION 59. OBSTRUCTION

A player without the ball shall not hinder or impede an opponent from playing the ball. Examples of obstruction are: using the body as an obstacle, running between an opponent and the ball and guarding the ball out-of-bounds.

See: RULE 10. SECTION 48 g
Penalty for Section 59: INDIRECT FREE KICK

SECTION 60. OFFSIDES

See RULE 6

SECTION 61. ILLEGAL EQUIPMENT

See RULE 1, SECTION 14

SECTION 62. ILLEGAL SUBSTITUTION

a. Player See RULE 2. SECTION 18
b. Goalkeeper See RULE 2. SECTION 19 f

SECTION 63. FOULS OF THE GOALKEEPER'S PRIVILEGES

See RULE 2. SECTION 19 a-c

SECTION 64. INTERFERENCE WITH THE GOALKEEPER

See RULE 2. SECTION 19 d,e

SECTION 65. NONPARTICIPANTS ON THE FIELD

A substitute, coach or trainer shall not be allowed on the field without permission from the referee.
Penalty for Section 65: INDIRECT FREE KICK

SECTION 66. PLAYER LEAVING THE FIELD

See RULE 2. SECTION 15 d

SECTION 67. IMPROPER PROCEDURES FOR KICKS AND DROP BALLS

a. Kickoff See RULE 5, SECTION 36 e-f.
b. Free kicks See RULE 6. SECTION 40-gh.
c. Penalty kick See RULE 8. SECTION 42 b,e,f.
d. Goal kick See RULE 9. SECTION 46 e and f.

e. Corner kick See RULE 10. SECTION 48 d-g.
f. Drop ball See RULE 12. SECTION 53 f.

SECTION 68. MISCONDUCT

a. A coach or player shall not be guilty of:
   1. Persistently infringing the rules
   2. Showing dissent to the referee or another player by word or action
   3. Displaying unethical behavior

   Penalty for Section 68: FIRST OFFENSE–warning and INDIRECT FREE KICK

   SECOND OFFENSE–expulsion from the field and INDIRECT FREE KICK

   Note: If the coach or player refuses to leave the field, the game shall be defaulted to the opponents.

   See: RULE 4. Section 31 c and g (2)
b. If any act of misconduct is severe, the referee is empowered without previous warning to immediately expel the offender.

SECTION 69. WHEN AWARDED

a. A ruling shall be awarded when improper procedure results in the same team repeating the play.
b. Improper procedure for kicks, throw-ins and drop ball
   1. Kickoff See RULE 5. SECTION 36 b-d.
   2. Free kicks See RULE 7. SECTION 40 d-f.
   3. Penalty kick See RULE 8. SECTION 42 b-d.
   4. Goal kick See RULE 9. SECTION 46 b-d.
   5. Corner kick See RULE 10. SECTION 48 b,c.
   6. Throw-in See RULE 11. SECTION 50 c,d.
   7. Drop ball See RULE 12. SECTION 53 e(2),f.

Suggestions For Tournament Play

SECTION 70. DEFINITION OF PENETRATION TIME

A team's penetration time shall be the time the ball is in play between the opponents' 25-yard line and the opponents' end line.

SECTION 71. ADDITIONAL FIELD MARKINGS

Twenty five yards from each corner, on the sidelines, there shall be a three-foot hash mark bisecting the sideline. Pylons shall be placed on the hash marks outside the field.

SECTION 72. TIMERS OF PENETRATION TIME

a. Two timers, one at each end of the field and on opposite sides of the field, shall be off the playing field.
b. The timers shall not be affiliated with either team.
c. The timers shall stay at the same location throughout the playing time.

SECTION 73. PROCEDURE

a. Timers shall time penetration time for the regulation game and all overtime periods. The timing device should be one which keeps an accumulative record of time.
b. Each timer shall time only the 25-yard area at one end.
c. Each timer shall record the time accumulated during each playing period in the official score book at the end of each playing period.
d. Time shall be started when the ball is sent into the 25-yard area.
e. Time shall be stopped:
   1. when the ball is sent out of the 25 yard area
   2. when the ball is out of play
f. Time shall be restarted on:
   1. a free kick, goal kick, corner kick, and a drop ball, when the ball is kicked.
   2. a penalty kick, when the ball does not score a goal and, is touched by a player other than the kicker.
   3. a throw-in, when the ball touches a player on the field.

SECTION 74. DETERMINATION OF A WINNER

a. Play the regulation game, and if a tie score exists
b. Play two overtime periods. If a tie score exists, the winner shall be the team that has accumulated the most penetration time during the game and overtime periods. If the total time differential is 20 seconds or less, a tie score still exists
c. Play two additional overtime periods. If a tie score still exists, the winner shall be the team that has accumulated the most penetration time during the regulation game and all overtime periods.

Rule 14. Rulings

If the total time differential is 20 seconds or less, a tie score still exists.

d. Repeat c to determine the winner.

RULES INTERPRETER

All questions regarding interpretations of these rules should be directed to:

BETTY BEGG
North Syracuse High School
5353 W. Taft Road
North Syracuse, NY 13212

INDEX TO RULES

	Rule	Sec.	Page
Ball			
Defective	1	13f, g	29
Dimensions	1	13b	29
In play	4	34b	43
Out of play	4	34a	43
Shape, material	1	13a	29
Boundary lines	1	3	26
Captains	2	16	31
Center circle	1	4	26
Charging			
Goalkeeper	2	19c	33
Violent or dangerous	13	56	52
Coin Toss	4	32b	43
Corner flags	1	8	28
Corner kick			
Procedure	10	48	48
When taken	10	47	48
Corner kick area	1	7	28
Dangerous play	13	58	52
Defaulted game	2	15c	31
	4	31g	43
Drop ball			
Procedure	12	53	50
When taken	12	52	50
Illegal equipment	1	14	30
Illegal substitution	2	18	31
Injured player	2	17	31
Jumping at opponent	13	55	52
Kicking an opponent	13	55	52
Kickoff			
Procedure	5	36	44
When taken	5	35	44
Legal chest protection	13	57	52
Length of game			
College	4	27b	38
High school	4	27a	38
Linespeople	3	24	36
Misconduct	13	54c	51
Nonparticipants on field	13	65	53
Obstruction	13	59	53
Officials			
Dual	3	22	34
Duties	3	23	35
Uniform	3	22	34
Field			
Diagram			27
Dimensions	1	1	25
Marking	1	2	26
Free kick			
Direct	7	38	45
	13	54a	51

55

	Rule	Sec.	Page
Indirect	7	38	45
	13	54b	51
Procedure	7	40	45
When taken	7	39	45
Goal area	1	5	26
Goalkeeper			
Possession	2	19c	33
Privileges	2	19a	32
Violations	2	19b	33
Goal kick			
Procedure	9	46	48
When taken	9	45	48
Goal nets	1	10	29
Goals	1	9	28
Half field line	1	4	26
Handling ball	13	57	52
Holding an opponent	13	56	52
Tripping	13	55	52
Winning team	4	31c	42
Officials table	1	11	29
Offsides	6	37	44
Overtime	4	28	38
Penalty area	1	6	28
Penalty kick			
Procedure	8	42	47
When taken	8	41	46
Players			
Number	2	15	31
Equipment	1	14	30
Preliminaries	4	32a	43
Rulings	14	69	54
Scoring	4	31	42
Scorekeepers			
Assistant	3	26c	38
Official	3	26b	37
Shoes	1	14c	30
Striking an opponent	13	55	52
Substitution			
For goalkeeper	2	19f	33
Procedure	2	18e	32
When allowed	2	18d	32
Suggestions for			
Tournament		70	54
Play		74	55
Teambenches	1	11	29
Throw in			
Procedure	11	50	49
When taken	11	49	49
Timekeepers			
Assistant	3	25d	37
Official	3	25c	36

TO ALL SOCCER ENTHUSIASTS:

You have the opportunity to influence changes in the NAGWS Soccer Rules. Please fill out the questionnaire and express your opinions for the Rules Committee.

QUESTIONNAIRE ON 1978 SOCCER RULES

NAME _____

ADDRESS _____

CITY _____ STATE _____

ZIP _____

LEVEL: Elementary___ Junior High___Senior High __College ____
Coach __Official __Player ____

Did you use:

Experimental Rule 1 – no team time-outs

YES___Why? _____

NO____Why not? _____

Experimental Rule 2 – no time-out for corner kicks

YES___Why? _____

NO____ Why not? _____

Experimental Rule 3 – two hand overhead throw

YES___Why? _____

NO____ Why not? _____

Which Experimental Rules should be included in the Official Rules?

#1 YES____ NO_____

#2 YES____ NO_____

#3 YES____ NO_____

Comment on the 1978 Official Rules. Do you favor?

	YES	NO
1. Field markings	_____	_____
2. Length of game	_____	_____
3. Calling all fouls	_____	_____
4. Calling all offsides	_____	_____
5. One point field goal	_____	_____
6. Only opponents 10 yards away	_____	_____
7. No time out for substitution	_____	_____

Do you have any other suggestions for rule changes or clarifications?

YES____ NO_____

If yes, please state:_____

_____

_____

RETURN TO: Pat McEvoy
Alfred-Almond Central School
Almond, New York 14804

DEADLINE DATE: December 1, 1978

ARTICLES

Future of Girls' Soccer in the United States

JOHN MCKEON

John McKeon is a professor of physical education and men's soccer coach at East Stroudsburg State College, East Stroudsburg, Pennsylvania. He holds a B.S. from Drake University, an M.S. from Springfield College, a Post Masters from New York University and a D.P.E. from Springfield College. He has been coaching soccer for 25 years and has conducted numerous clinics. Also, he has been the publisher of Soccer Monthly, *past president of the National Coaches Association and, for seven years, secretary of the NCAA Soccer Rules Committee.*

It is easy to recall approximately 10 years ago when girls' soccer was limited to the physical education class. It has had a difficult time expanding since the game had been influenced by field hockey regulations. Two examples are: (1) the old rule stated that on a corner kick all the defenders were on the goal line, and (2) the physical markings of the penalty area were similar. We all know how much the sport has grown, but the question now is what does the future hold?

Initially, there is a definite interest in having similar rules for *all* who play the game. When a girl learns the skills and techniques of the game playing in her town recreation program or through a youth league at the elementary school level, there will be no problem when playing on a summer recreational league or a high school or a college varsity team. Because of the numbers of girls playing high school soccer, there is increasing pressure to establish college level teams. When this occurs, we will see an explosion far beyond what we presently realize.

What do we have now? We have the girls – girls who are skilled, girls who can develop naturally and equally without any difficulty. All they need is proper teaching, coaching and opportunities to use their skills. Yes, we have a need for good coaching (a coach who understands the game).

You will notice the recurring themes: (1) girls are capable of high levels of soccer skills, (2) they need opportunities to put into practice what they have learned (more games, longer schedules, summer recreation programs), (3) they need good teaching/coaching, (4) competent officials are needed.

Soccer Skills

Let us examine each of these concepts. Skill can be learned through demonstration, practice and correction of errors. Each girl must have the tools of the game: a ball, adequate shoes, fields and a coach who understands the game.

We had a girl at camp a few years ago. Each day we had a two-hour session in the morning on skills, a two-hour session in the afternoon on tactics and organized team games in the evening. There were at least one or two games every evening (quite a bit of soccer in one day). This young lady, a senior in high school, never left the field after our sessions. For at least an hour after each session, she practicted by herself on a particular skill. She put in at least two and a half to three hours extra each day. After the first day, one or more of our staff members, being impressed, stayed and worked with her. By the end of the week, she took first place in every skill test we held. She was as good as the best skilled boy we had at camp that summer and better than 95 percent of the others who had attended our camp. There are thousands of girls out there who are as good or better than she was; it takes practice and dedication.

Game Situation

Second, game intelligence is the ability to put the skills into a game situation by working against an opponent(s) (1 vs. 1, 2 vs. 2, 3 vs. 2). Play – play – play, this is where we put acquired skills into practice. From 1 vs. 1, we create games of 6 vs. 6, 8 vs. 8 and 11 vs. 11. The laboratory is on the playing field. Playing against opponents and not oneself helps to improve the team.

We can talk about two, three, four, and sweeper back defensive systems. Also, two, three halfbacks, overlapping fullbacks, switching the flow of the game and beating an opponent one on one. However, this is all meaningless unless the skills are learned first. By exposure to good playing, seeing high skill games, reading, and dreaming about the game, a player will develop game intelligence.

Coaches

Having enough adequate coaches is where we fail. We do not have enough coaches and our experience is limited. The game is exploding but we are unprepared for the explosion. Each coach must read about the game, attend games, participate whenever possible (get the feel of what you are asking your teams to do), and attend clinics (especially those that allow for active participation). Go to summer camps and pick the brains of those who have more experience, then put into practice *all* that you have learned. *Do not*

scrimmage your team every afternoon at practice. Work on skills, discuss, run drills on techniques and then put the skills into game situations.

Officiating

Whoever officiates girls' games should be familiar with the girls' rules.

Summary

To summarize, if the girls' soccer program is to be ready for the tremendous growth which is coming, we need: highly skilled girls, scholastic and collegiate teams, dedicated coaches and competent officials.

Selecting Player Personnel

IRVIN R. SCHMID

Irvin R. Schmid has been professor of physical education and men's soccer coach for 30 years at Springfield College, Springfield, Massachusetts. He earned a B.S., a M.Ed. at Springfield College and is working on a doctoral degree at Boston University. He has been an All-American player, conducted many clinics and has written soccer books and articles. In addition, he has been president of N.E. Intercollegiate Soccer League and the National Soccer Coaches Association.

When a coach has many candidates for a team and must "cut" the number to a workable size, a difficult task is selecting the best personnel. Invariably, mistakes may be made, hearts may be broken, feelings of unfairness and even animosity may develop. The first phase is the selection of the squad; the second, the selection of the team. The criteria for squad selection is general; the criteria for team or position selection is quite specific.

In the process, a factor that should be examined is that of philosophy. The philosophy of the school principal or sponsoring organization and/or the community should be consistent with that of the coach, else the coach will be unhappy and probably unsuccessful.

Youth soccer (ages 6-12) is falling into the pitfalls of other sports: winning is being overemphasized, causing extreme pressure on performance by over-involved parents and coaches. One town has eliminated sports for children under the age of 10 claiming competition is unhealthy at that age. Competition is not harmful–the coaching and selection of players is harmful. Proper coaching and use of players is most important at a young age. At this time, young players develop attitudes that affect their entire lives. A coach should not select the squad at the youth level. It should be randomly selected and assigned–so many assigned to each team with the stipulation that all must play at least half of each game. Then, the task is limited to selecting a starting team.

At the adolescent level (teams–junior high and high school) and college level, the squad selection follows a similar pattern. Are you selecting to fill holes left by graduation or whatever reason, or are you selecting an entirely new group each year? At the college level, where recruitment is most prevalent, perhaps selection is more toward lost personnel.

One of the most important limiting factors in selection is the amount of available time players have to show their wares. Since soccer is a fall sport, time is usually very short, sometimes three to

five days before the first game. Time, to some degree, determines the method used and helps, when short, to account for errors.

The first step is to make sure that all candidates are eligible to play according to medical and academic regulation and/or rules of the sponsoring organization or institution, league, conference, or state association; not by the player's say-so but by checking. It is not uncommon to forfeit games won because of the use of ineligible players. In fact, a 15-0-0 season may result in a 0-15-0 and loss of a championship or tournament bid.

Most authorities seem to agree in theory that a coach should select or fit the system or pattern of play to the players and not the players to the system. The system is the order, organization or formation of the 10 field players; the purpose is to give each player a primary function. Each player has strong points, weak points and special talents. The system used emphasizes the strengths, covers the weaknesses and uses players' special talents. However, the theory is only a half truth in the selection of players. The writer believes a coach must have a desired system in mind when choosing players to help establish criteria on which to base the selection. You may ask a player to change play a little to fit your plan, but only after the selection is completed. It's the same when one looks for clothing. You have something in mind but can't find exactly what you want. You either alter it or find the next best. You wouldn't select a center forward if you play a four-man line. It seems likely that national coaches select players with a system already in mind.

Your style of play is also to be considered—is it short passing, long passing, individual control or a running game? It all has a bearing on selection.

There are three factors in soccer:

1. Technique or skill and knowledge of movement.
2. Tactics and strategy.
3. Fitness – the string that runs through the performance and ties it together. This may be eliminated from squad selection unless time is extremely short because it can be developed in limited time. The coach also provides the tactics and strategy.

The most important factor to start with is skill – the present skill level with awareness of the potential. The younger the player, the more the reliance should be on potential. The method most often used for selection is competitive matching-scrimmage. In an individual sport this is simple, but difficult when the play of one player affects the effectiveness of another. It is best to put players against each other and move them around until each has been matched with and against each other for the same position. This method is better for the selection of the team for a particular match than for squad

selection, but it is still the most widely used and probably the best.

Tests have been constructed over the years for predicting general soccer ability. The business-like coach may use them but most who have used them have found them too complex, too long, too time-consuming and not sensitive enough to differentiate among ability levels. There are too many additional factors which cannot be measured by any objective test, although there is a certain pressure of testing which may show the player's action under pressure. At present, the most used skill test is ball juggling. Checklists and rating scales may also be used, but more as a supplement to selection and to provide necessary information of the players' strengths and weaknesses. Other factors to consider are:

1. Speed – other things being equal, speed is the best substitute for skill, but there are various kinds of speed necessary to be alert for
   a. *Perceptual speed* (peripheral vision is part of it) – probably most important, in the writer's opinion, especially for offensive success. This is the ability to detect an open teammate out of the corner of the eye – not just to see the situation, but to recognize it. To trap a ball and hold it while looking over the situation slows and weakens the offense many times.
   b. *Speed of a fast start* (quickness). It gives the step necessary to get open for a pass or intercept a pass and gives a necessary change of pace.
   c. *Raw speed* (as in sprints) – valuable to out dash the opponent. Necessary to all positions but always a threat on offense.
   d. *Change of direction speed* (agility).
2. Sense of movement on the field – the ability to make on-the-spot decisions, awareness of open space, and doing the right thing.
3. Balance – to control the ball in tight situations, feinting, faking and shooting when on offense. Defensively not to be destroyed by clever attackers.
4. Height – not necessary but a definite advantage at all positions when the ball is in the air.
5. Weight – enough to be an advantage in holding position during body contact. Not enough weight finds a player on the ground more than on the feet.
6. Aggressiveness, attitudes, etc.

As you select your squad you will recognize three types:

1. Those who are willing and able. These have skills and are willing to sacrifice for the team. They are the ones on whom your team's success will rest – the so-called bread and butter players.

2. Those able and not willing. They may win games for you but in the long run, they will lose many more. They will cause you all sorts of headaches and sleepless nights because they never play to their fullest capacities or potential. They are difficult to tolerate and probably best to eliminate. It's better to lose after an honest effort than to be humbled by a lack of effort.
3. Those willing and not able. These are tough to decide on because they are willing but simply not able. God didn't give them the essentials. They never want for effort and go at it every day unaware of their limitations. It's very difficult to cut these players because sometimes a few can be developed into a mechanical handmade type of player who may do an adequate job when called upon. Although it's difficult to cut them, sometimes you may have to.

The composition of a soccer *team* is similar to a symphony orchestra. Each player may be a soloist but each must blend with the others for harmony and the symphony. As with a jigsaw puzzle, all the pieces must fit and no spaces are left to fill. There must be a balance of offense and defense. In the selection of the team, it is necessary to blend the abilities of the players into a harmonious group.

Very young players at the start of the season have too many things to remember. All they want to do is run after the ball and kick it, no matter where it is. As the season progresses, they will learn. If you have a normal group, you will have the full range of sizes and abilities. The usual procedure is to have the strongest kickers play fullback, the best runners play halfback, and the fastest and most aggressive (those who will pass, shot and take chances) play forward. Play them at various positions.

With the squad chosen, a flexible system should be selected which has variation to fit the players' experience and talent. The first player to look for is one with the talent to be the key player, the organizer and inspirer of the team, the truly brilliant player who will make things go. The key player is the halfback who is the schemer, the leader, and the ball distributor. The person must be smart, cautious and be able to hold the ball at the right time or make a first time pass marking play with both long and short passes. Usually this person, if found, is made a halfback. Regardless of the position, this player is the key to the offense. As I watched West Germany in the '74 World Cup, this player was Beckenbauer, who was given the first pass nearly every time and started the offense.

Be careful that too much play is not dependent on this person so your team doesn't fall apart if that player is hurt or otherwise unable to play. You may have two or three players around which to

revolve an offense or defense or a key person in each position: forward, halfback and back.

Forwards

The center forward or striker is expected to score goals. Whatever formation, the center forward must be at the right spot at the right time and convert a short or long pass from any angle into a shot. The striker must exploit the slightest error by the goalkeeper or any defender and must be highly skilled in ball control in close quarters. The player must have great confidence, even cockiness, so there will be no indecisiveness. The forward cannot hesitate, and above all, must be tough enough to take the knocks of the position, while being closely marked. It is difficult to find a player with everything. Usually, the person possesses some of these qualities and this is when the system or style is altered.

The traditional inside forwards are the play makers, the passers, the creators of openings, so positional play is their forte. The forward plays deep on defense at times and up on the line as well. This player must be in great shape to cover a lot of ground but with a purpose. The player needs an outstanding sense of position to be able to read plays and to think a play or two ahead both on offense and defense. The forward must improvise, vary play and distribute so that the defense is always off balance.

In today's game, there are strikers whose primary function is to score goals like the center forward. The ideal winner has everything, such as Pele. There are two types: The playmaker-schemer-tactician and the scorer. The schemer likes to play back and control from midfield. This player is at the right place at the right time. The forward knows when, where and which pass to use and where to go after making it. This player may not be fast but covers much ground, making it difficult for the defense to cover while moving in, out, back and dashing to the goal. The striker, like the center forward, scores goals. If possible, use one of each – the schemer and the scorer – but if they can do both effectively, it is a tactical advantage, because they can switch roles for a break.

The wing forward is a most important player. Too many coaches hesitate to make full use of them, especially in today's game where defense has pretty well plugged up the middle. In a wing, look for speed (all the kinds mentioned previously). It is a requisite. If the wing gets by the defender, the player must be able to stay ahead. The person should have great confidence to take on anyone and to make all sorts of decisions (perhaps more than any other player.) Some of the decisions that must be made are: when to go back for the ball or take off for a lead pass, when to hold the ball, when and where to cross, and where to move after a pass. The wing forward

must have a full bag of maneuvers so that the back never knows what will happen.

Halfbacks

The center halfback has always been a key offense player as a rover but has become more defensive in recent years until now; this person is a stopper. You, therefore, have different types with varying jobs and strengths. In looking for a stopper center half, the ability to win the ball is important. Height is important to control high balls because the center forward is usually tall. A tall player is also an asset in intercepting passes when play is bunched. The job of the center half is to seal off the center field by marking the center forward. The halfback must be strong to control the opponent and be aggressive. The person must be confident when deciding to go for the ball. Speed is indispensable but anticipation and mental quickness will compensate to some extent. The half must be quick and agile to recover after a missed tackle and have the ability to hedge or delay a clever center forward who is trying to go through. The player must be smart, know when to challenge, not get drawn out of position and not overcharge and be beaten. In selecting a roving center halfback, the player person is usually the best all-around player on the team. The player must be able to dominate midfield, roam all over the midfield, move up to support on the attack and get back to mark the center forward.

The wing half (link) must have both offensive and defensive abilities, so look for highly skilled all-round players. Playing both offense and defense, the link must be in great shape. Speed is an asset but not a necessity because the player must maintain a high work rate. The half needs great peripheral vision to watch all players, both offense and defense. The wing half must be able to read the play.

Because of their physical attributes, attitudes and previous coaching, some are especially effective on defense. They are better tacklers and have better defensive skills, but can support the attack and overlap. They anticipate well and stop the quick counter-attack.

There is also the offensive minded and skilled halfback who, after setting up the first defensive barrier, goes into the attack as soon as the team gains possession of the ball. They are playmakers who join the withdrawn inside forwards. Try to find one of each.

Fullbacks

The chief priority of a full back is the ability to win the ball. Fullbacks should be physivally strong and tough. Height is a defi-

nite advantage. The back must be agile and well-balanced, being able to shift quickly, jump, lunge and always regain or be in balance. The footwork of a boxer is needed for slides, shuffles forward, sideward, back pedals, fakes and feints in covering a clever forward or setting up to tackle. Coping with the fast wing forward, the wing fullback must be able to run fast, think fast, move quickly and recover if beaten so that the offense wll not gain numerical advantage. The fullback must know the game, be alert to size up the situation quickly and make the right move. The back must be able to analyze the opponent quickly and know if the back can't kick or move to the left or right or must set up to shoot. Anticipation will help compensate for lack of speed. The player cannot be a ball-watcher. Sometimes the movement of the opponent is more important than the ball, so beware of the fullback who watches the ball as the opponents move to dangerous positions behind the back. The fullback must be confident of abilities – know one's own speed, skills, when to mark closely or merely cover, and how. The fullback must have a good understanding with the goalkeeper and the other backs. The back quite often starts the counter-attack and must be offense-minded. Since the forwards and halfbacks are closely marked on the attack, the wing fullback often overlaps to provide an extra person on the attack. The fullback must be adept at one-timing the ball, whether it is long, short, chip or lob.

Height and long legs are nearly a necessity rather than an advantage for the inside fullback, unless one is an extremely good jumper with great timing. Slower people can be placed inside if necessary. The player needs to read the play well and force the play to the outside.

Goalkeeper

Many times there is little choice in selecting a goalkeeper, and the coach must take the one player who tries for the team. With very young players, everybody wants to get into the act. Goalkeeping is too inactive for them. Switch young players around until an interest is shown or a talent displayed.

No special height is required of a goalkeeper. The taller one is, the better for high crosses and reach, but the goalie must be agile enough to get down quickly for low balls and regain position quickly after a dive. Weight and strength must be in proportion to height. The goalie cannot be too thin or the person will be easily knocked off the ball. Raw speed is not essential, but perceptual speed, peripheral vision and quickness of movement are essential. The player must react instantly and get a quick start. The goalie must have catlike agility and be ready to dive, scramble, change direction in mid-air, twist and turn.

The goalie must have great courage to expose oneself to hard contact with little protection. The player must have great confidence, even a bit of showmanship. The goalie cannot afford to hesitate. After making a decision (and it must be made quickly), the goalie must go through with it. Concentration is essential, especially during inactive periods. Sometimes the goalie may be virtually a spectator for all but one minute of a game, but must maintain concentration to make a great save in the last few seconds. During inactivity, the player should analyze opposing players and team play during midfield play to use when the time comes – favorite moves, strong foot, habits, etc. The goalie's greatest asset is anticipation or reading the play to be always in position. There is no substitute for experience in goalkeeping; it is the only way to learn.

Offensively, the goalkeeper can dictate the play by starting the counterattack the moment that possession is gained. The player must act quickly or the advantage is lost. The goalkeeper needs to know the teammates and know how best to counterattack each time – long kick, short roll to the side, throw to an open player. Some keepers play as an extra fullback when the team is well up on the attack and a clearing kick goes over the heads of the backs. The goalkeeper needs the skills of one-time kicking and heading.

You may find one goalkeeper who is exceptionally good in the goal, the other good out of the goal. The chief priority in assessing a goalkeeper is to note the ability to deal with crosses. It is far more difficult to improve a goalkeeper whose qualities are good only in the goal than the goalkeeper who is able to deal with crosses and the one-on-one.

Elementary Speed and Accuracy Drills

JILL VOMACKA

Jill Vomacka is a physical education teacher and soccer coach at Elmont Memorial High School in Elmont, New York. She has an A.S. degree from Nassau Community College and a B.S. degree from SUNY at Cortland.

In the past, players have often felt very frustrated and embarrassed when they play soccer because they have a difficult time getting the ball down the field. Then, once it is down there, they either just miss a shot on goal or go so fast that their speed exceeds their control and they overrun the ball.

Here are some drills to help players develop better ball control while moving the ball, shooting on goal with accuracy and with speed.

For the first drill, place six to eight balls on the inside of the circle at various distances from the goal. Working one at a time, they must kick the ball into the goal as fast as they can, moving from one ball to another. This drill, when performed without any time limit, develops accuracy. The players may start at any ball, coming from any angle.

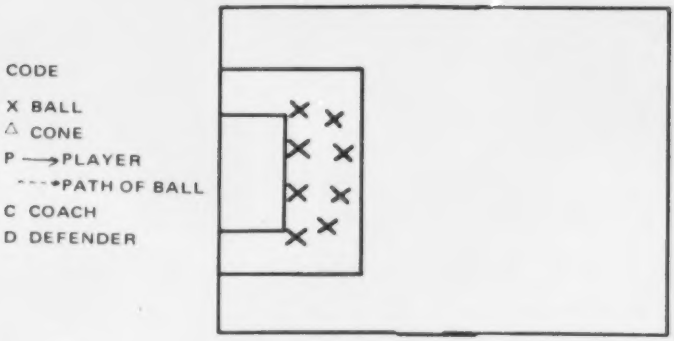


Figure 1. Shooting drill.

A drill that works on both reaction time (speed) and accuracy of shooting is done with the ball in motion. The ball is rolled from behind the goal line, first from one side of the goal and then from the other, out to the edge of the circle where the oncoming player must take the ball under control and then shoot. Just as the shot is taken, another ball is served and the player must quickly adjust the position, gain control and shoot again. For a variation of the drill, the ball can be rolled or kicked from the right side of the field and then from the left side (stimulates game situation where the wing centers a ball for a striker to shoot).

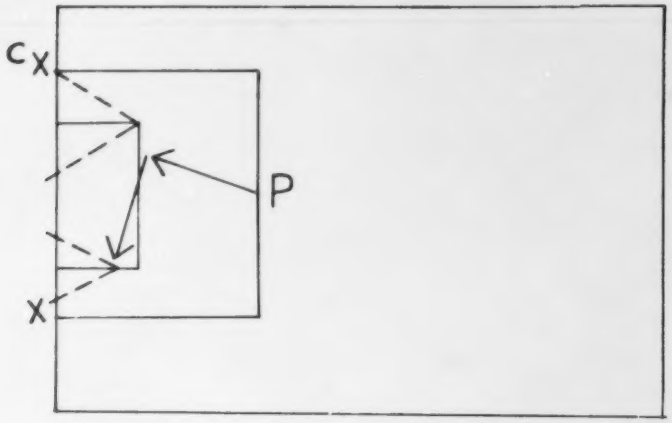


Figure 2. Pressure shooting.

A two-on-one drill can be done to build teamwork and scoring power. In the two-on-one drill, the coach or another defensive player defends against two attacking players. The offensive players want to draw the defensive player out to the ball. The player with the ball can then give a square pass or a lead pass to a teammate who controls and shoots. The players learn to work with each other and to beat a defender with a well-played pass.

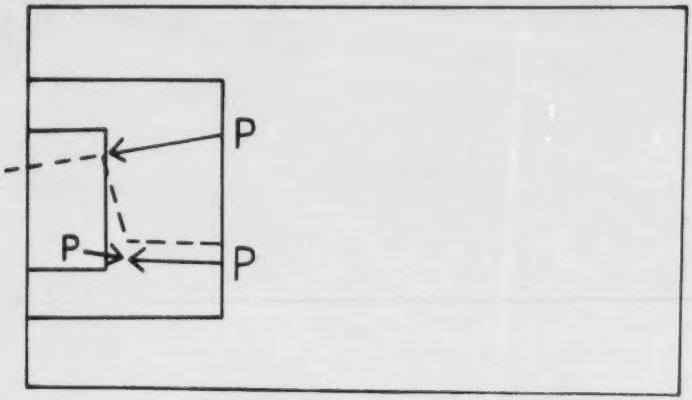


Figure 3. Two-on-one drill.

A very simple drill consists of dribbling from the center of the field and, once inside the circle, kicking the ball on goal. To make this more interesting, set up four to eight cones in a line between midfield and the circle and have the players weave in anout out of the cones while dribbling the ball and then shot on goal. This improves their ball control and shooting accuracy.

For conditioning, speed and accuracy, time each player performing or set up two relay teams, one working on each goal, and have them compete. A time penalty can be included for a shot that misses the goal.

Frequent practice with all of these drills is needed to improve accuracy and speed. Beginning players need more work without the pressure of time limits than more advanced players. To develop speed, place a time limit on the exercise or tell the players to go as fast as they can, keeping control of the ball. Remember in a game the importance of keeping the speed of play from exceeding the player's or team's mastery of the ball.

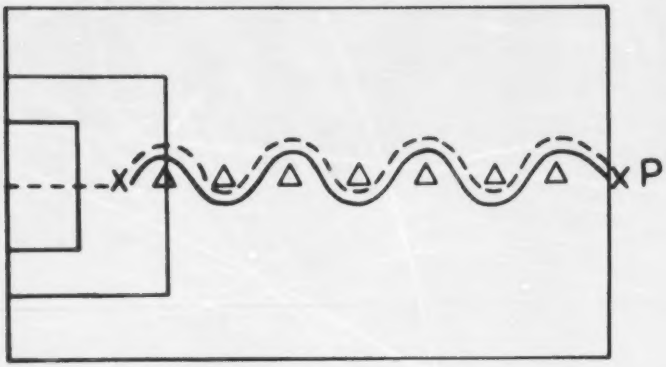


Figure 4. Dribble and shoot drill.

To work not only with offense but with defense as well, the drills can be adjusted in the following ways: in a two-on-one situation, make the one a defensive player; instead of using cones, use a one-on-one situation starting from midfield; when rolling the ball out, place a defender in the circle to make the offensive player work harder for the goal; and of course with all of these drills, place your goalkeeper in the goal and working on defending the goal.

Progressive Teaching for Soccer

LINDA HALL

Linda Hall is an assistant professor of recreation at the University of Florida at Gainesville. She holds B.S. and M.S. degrees from Georgia Southern College, Statesboro, Georgia. She is pursuing a Ph.D. in management of post-secondary education at Florida State University, Tallahassee. She has been for the past six years co-program director of recreational sports at the University of Florida, Gainesville. She is the vice-president elect for recreation of the Florida Association of Health, Physical Education and Recreation.

The following series of drills are designed to aid in teaching the basic rules and skills of soccer progressively. The basic objective is to teach the rules, skills, strategy, etc., in a manner as unified as possible. An important function of the progression is to move the students through the phases (combination of drills, skills, rules, etc.) in game-like conditions. Rules are taught when appropriate to the situation. The progressive plan allows the instructor as much flexibility as is deemed necessary because it does not indicate exactly when every skill, rule, etc., should be taught. Many skills (punting, heading, blocking) are not included in the progression as the plan allows for these to be taught when the most appropriate situation occurs. With this in mind, the instructor might find it helpful to make a note as to what was taught in each phase, then check what was taught against a master list of everything that should be taught during the unit.

Phase I. *Volley* the ball with the foot, foot-knee, kick up to head, shoulder, back to knee, etc. Volleying can be practiced at the beginning of every period. It may serve as a warm-up activity. Counting the number of volleys in 30 seconds or 1 minute may also serve as a self-testing activity.

Phase II. Emphasize proper *dribbling* techniques, control and turns, using either the trap or turn with inside or outside of foot.

A. Dribble down field and back to starting point.

B. Dribble through obstacle course.

Phase III. Teach *passing and trapping* simultaneously so that both skills can be practiced in the drills.

A. Player A passes to Player B. Player B traps the ball and passes it back to A. Passes are made with the

inside and outside of the foot. Practice foot traps and knee traps.

B. Players stand in a circle spaced about 6 feet apart. The ball is passed around the circle. Passes are made with the inside and outside of the foot and must be trapped with the foot before it can be passed. As the class gains control, two balls may be used and the direction is changed on signal from the teacher.

C. Players form two lines. First players in each line move down the field dribbling the ball a short distance and passing to each other. The receiver gains control of the ball with a foot trap (does not necessarily have to stop), dribbles and passes in front of partner. The partner traps the ball, dribbles, passes, etc. as the two move down the field. Emphasis is on making good passes in front of the receiver and gaining control of the ball before beginning to dribble.

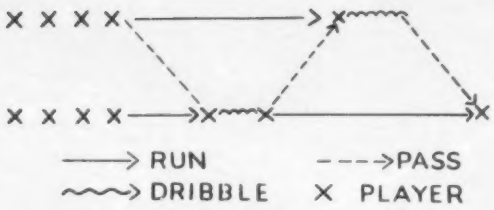


Figure 1. Dribble and pass.

Phase IV. Explain and demonstrate *tackling and dodging* skills and the meaning of defensive and offensive. Teach the rules concerning tackling.

Players form two lines facing each other. Player A dribbles toward Player B. Player B executes the tackle designated for the drill. Player A attempts to dodge Player B. Each player goes to the end of the line she/he was facing.

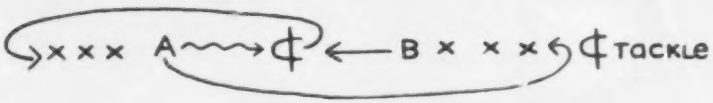


Figure 2. Dribble and dodge.

Any time during the following drills, specific rules may be covered if a situation calls for an explanation, or time can be taken to set up situations to cover specific rules and skills such as corner kick, defense kick and penalty kick.

Phase V. Teach the rules concerning *scoring*. Emphasize control and offensive and defensive techniques.
The first players from each line move down field dribbling and passing ball to each other (as in drill III C). The defensive player attempts to tackle. If the offensive players successfully pass the defensive player, they continue toward the goal and shoot for a goal. The defensive player gets ready for the next two offensive players.

Phase VI. Add one offensive player and introduce *center forward, right inner* and *left inner*. Add one defensive player and teach the duties of fullbacks. Teach the rules related to kickoff. Continue the drill in the same manner as above.

Phase VII. Teach the techniques of *goalkeeping*. Add a goalkeeper and right and left wing. Continue to play.

Phase VIII. Move the offensive line to the center line and add the offensive halfbacks. Teach the duties of the *offensive halfbacks*. Continue play as above, emphasizing teamwork, player responsibilities, rules and strategy.

Phase IX. Add the *defensive halfbacks* and teach them their duties. Continue to play.

Phase X. Add the fullbacks and goalkeeper to the offensive team. Teach any rules necessary to begin play using the *full complement* of players. Begin a regulation soccer game.

Now that the class is playing and looking forward to the game, time may effectively be taken at the beginning of the class to practice skills and/or discuss strategy.

Evasive Drilling

ROBERTA J. PARK

Roberta J. Park is the supervisor of physical education at the University of California at Berkeley. She holds an A.B. and Ph.D. from the University of California at Berkeley and M.A. from Ohio State University, Columbus. She was the associate editor for the Research Quarterly, *on the board of editors for* Quest *and a member of the NAGWS National Soccer Committee, 1972-74.*

Learning to carry the ball while evading opponents is a skill all players need to cultivate. The beginning, even intermediate, player is likely either to: (1) pass the ball when dribbling it would be the most effective tactic, or (2) lose the ball because the player has not mastered evasive dribbling under pressure. Several techniques can be used to help the beginning and intermediate player to improve the "evasive dribbling techniques" (even the advanced player may benefit.)

Among those faults often connected with dribbling are: (1) holding the ankles too stiff, which can cause the ball to be pushed too far ahead; (2) failing to use either foot with ease; (3) failing to keep the upper part of the torso inclined slightly forward to keep the shoulders well over the ball; (4) failing to look *between* taps to scan the play; (5) failing to employ feints; (6) having insufficient dribbling practice under game-like conditions.

Proper technique is certainly important. The player can begin by walking with the ball, then jogging, then running. The player should practice: (1) using *each* foot and with all parts of the foot (inside, outside, instep area near the toe, even the heel on occasion), and (2) keeping the ball close to the feet (just far enough away not to trip over it), as greater control is retained this way. Tendencies should be resisted to let the weight settle back onto the heels or to let the knees and/or hips extend.

Players can be helpful to learn evasive dribbling by placing 8 to 10 players in a confined space (such as the center circle), each with a ball, and asking them to dribble within the space, *avoiding* all other players and balls. Far more advanced players, anyone who touches another player or ball is eliminated. This practice can be varied with an element of competition by permitting the players to dribble until the whistle blows, whereupon the coach quickly removes one ball and all players have to scramble for a ball other than the one they were dribbling. The player *without* a ball is eliminated

until only three are left. These three are the victors. Those waiting outside the circle should be required to practice ball skills while they are waiting so as not to waste practice time.)

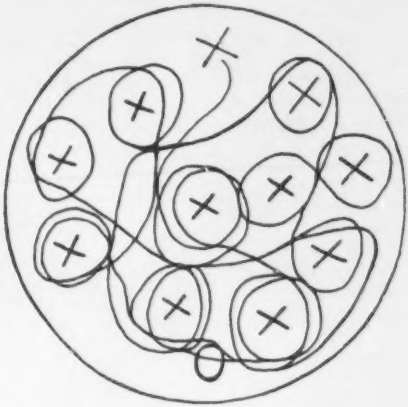


Figure 1. Circle dribble.

In cases of large classes where the instructor has only a dozen or so balls, a quarter or third of the class can practice this while the remainder work on six or seven aside games. Where the emphasis is on developing balance, control, deception and acceleration while dribbling, the temporary rule can be that *no* passing is allowed until the player has carried the ball a minimum of five yards (excluding the actual shot for goal).

It should be remembered, of course, that dribbling is only one of many skills necessary for good soccer. As much as it merits concentrated and directed practice, so do other skills.

To Educate the Feet

CHRIS RAMPACEK

Chris Rampacek is a graduate student at the University of Florida at Gainesville working on an M.Ed. degree. He is also the varsity soccer coach at Gainesville High School.

Soccer, (i.e., the universal football) is coming of age in America. Eager, enthusiastic footballers, both young and old, male and female, are running, kicking, and heading with a fervor beyond imagined expecations. With each new soccer proponent comes the need to provide guidance so that anxious energies are channeled in soccer's productive directions.

Our aim here is to provide you with a workable, easily assimilated orientation to the world's most popular, yet relatively simple and uncomplicated game, soccer.

Football (i.e., soccer) is actly that–foot and ball, in its purest form. In explaining soccer to the novice, the four-letter expletive approach is considered appropriate and productive. Such characteristic verbiage as *pass . . . ball. . . foot . . . grid . . . kiss* (and whatever else may be acceptable with your charges) will communicate the basics of the game. Add purposeful running within this context and you will soon be kicking it in the right direction.

Let us examine the method within the madness. The foot is used as the key instrument to impart momentum to either a stationary ball or as a redirecting influence to an incoming pass. The ball must be controlled; therefore, the passing of the ball should be kept below knee (inside of the foot pass). Hours spent in controlled, supervised performance, in order to perfect the ability to deliver the timely, gentle (easily controlled) pass will repay countless scoring dividends and unselfish team play: Game-like pressures eventually are introduced to add continuity to isolated drill movement. Transfer of knowledge from drill to game may prove to be the greatest obstacle in developing a flow in attack/defense situations.

To overcome this dilemma, the introduction of grid work should prove beneficial. Grids are areas, delineated with cones, shirts, painted lines, etc., which restrict or contain specified movement patterns. Measurements are flexible, conforming to expected outcomes or numbers of players involved.

The confinement within the grid's perimeter should transfer the concept of restricted movement and positional play (with and without the ball) to the larger field in future progression drills. Ball control while in possession, plus passing accurately under pressure of

80

attack, are the fundamental elements stressed in developmental and repetitious grid work.

Two players with one ball work within a 12-yard square (grid). The objective is to make consecutive, easily controlled passes. Technique training is fundamental, so players should consciously concentrate on everything they do. The little things certainly do count). Trapping and passing are followed by a redirected pass (one touch only) in this progression. When the passers feel, confident, then add the element of time by requiring quantity number of passes within a timed requirement. The next step is the introduction of playing triangles (triangulation) and creating space. The "give-and-go" pass or wall pass is an example of the idea of playing triangles.

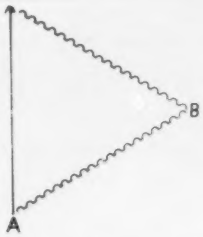


Figure 1. Triangulation.

Player A gives an easily controlled pass to Player B who redirects the ball to the space ahead of A. Player A runs into the space to receive the ball. Isolation of one defensive player by two offensive players with the ball should be all that is necessary to achieve thrust and flow on attack. By playing "keep away" within the grid (two vs. one), theoretically the two players ought to keep the ball away from the defensive player all afternoon. In practice, it doesn't succeed. Therefore (1) have players practice passing and trapping technique (fundamental!), (2) reinforce triangulation concepts (how to recognize space and create passing angles) and (3) physically condition the players. These three basic components are the framework upon which the game is predicated.

The final progressive step is to place one static (and eventually dynamic) player between the ball handlers. Do the players have the communicative ability, skill and cardiorespiratory condition to maintain possession of the ball under pressure of attack? The grid limits space, thereby focusing attention on teamwork. The individual dribbling superstar is restricted and ineffective. The total team concept is therefore advanced.

After training players within grid references, the transition ought to be made to the full soccer pitch (field). If the concept of playing triangles and many grids, composing the full pitch, can be conveyed to the players, then the tactics of offensive thrust and penetration can be easily developed. All that needs be done is to isolate a defen-

sive player (two vs. one, three vs. two, the numerical superiority) within the imagined grid (any imagined size) and pass, controlled of course. Purposeful running, with and without the ball, will quickly dispose of the previous grid and player while the offense flows onward to the next defensive grid obstacle. The shot to score can be thought of as the final pass between player and net within the goal grid.

Football is a very simple process. Now, you have the secrets of success. Add the frills, the spectacular, the artistry. Yet, remember as all good players, coaches, and true football romantics do, *soccer* is synonymous with the *kiss* (an acronym which signifies Keep It Simple, Sweetheart). Pass gently, think *grid*, caress the *ball* and love to *kiss*. Soccer, the game of romantics, artisans and gentle thinkers.

A Concept for Offense and Defense

JOHN MCKEON

A biographical sketch of the author appears on page 62.

Would you like to improve the play of your team? Two drills that will help you achieve this aim are the offensive drill, "movement off the ball," commonly called "support," and the defensive drill of "ball and cover."

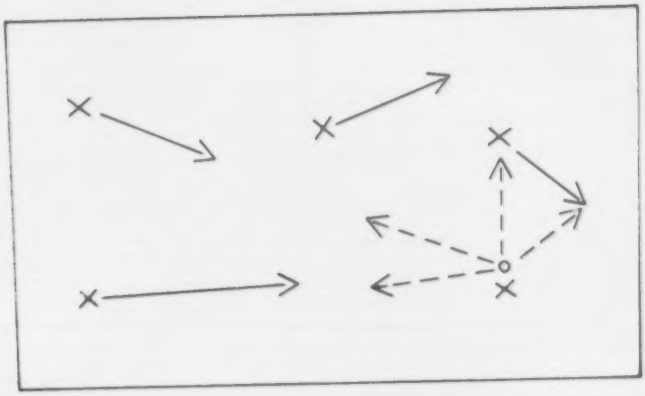
Movement Off the Ball

In this drill you can use any offense you want. Movement off the ball means that every player who does not have possession of the ball is moving—moving intelligently to create opportunities for the player with the ball to pass to a teammate, moving to open up areas of the playing field, and moving to create a thrust into the opponent's defense.

It does not mean running away from the player with the ball, as so often occurs when a halfback has control. In such situations, the forwards frequently move up the field in a straight run away from the halfback instead of moving laterally and diagonally to support the halfback.

In Figure 1, the dotted lines are the possible passes; the solid lines are the possible routes players may create. Everyone is moving, opening up areas of the field, making it difficult for the opponent to defend. The players are helping their teammate with the ball, not isolating or leaving the teammate alone to defend against the opponent. This strategy will create exciting offensive opportunities.

It is an easy technique to understand but difficult to put into effect. It will slow down and come to a dead halt before too long. Your players will be standing around and then waiting for the ball to come to them (mortal sin!) or run away from the player with the ball. When this occurs, you must stop play and verbalize on these errors. Many passing opportunities will present themselves if the players will move intelligently. This is the essence of the game.



CODE
--→ PATH OF BALL
——→ PATH OF PLAYERS

Figure 1. Support drill.

Ball and Cover

In this drill there are two defending players. A basic fundamental of this drill is that when the defenders are responsible for one or more attacking forwards, one of the defenders attacks the ball while the other covers the area, i.e., has an "area of responsibility."

The two defenders decide ahead of time who will cover the area and who will attack the ball. They verbalize whenever there is a need to switch responsibilities, and that need will arise as the play continually develops on the field by the offense.

A major point is communication, mainly verbal, so that each knows what the other is doing. The next major point is area coverage, in which the player does not "follow the ball," as this would cause the player to lose eye contact with the players who don't have the ball. This, in turn, could allow the uncovered player on the offense to receive a pass and, therefore, become very dangerous on the attack.

The player attacking the ball is solely responsible for attack until that player is beaten by an opponent, at which time the player yells out to have the ball-coverage player take over and then picks up the

area of responsibility. Thus, the defending players ask for a switch of duties at various times while they are executing their responsibilities.

This concept is fundamental to all defense and it can be developed into more than two defenders. But initially there should be two defenders with a goalkeeper working a field against three at-

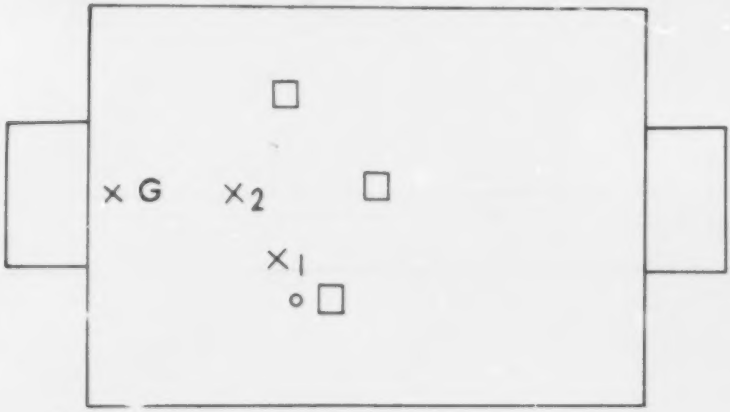


Figure 2. Ball and cover drill.

tackers. "Ball and cover" is the motto of the defenders. You can add spice to the drill by having the defense go on the attack if and when they gain control of the ball. Have a small goal set up in midfield for the defenders to attempt to score. This creates the attitude that the defense should go at once on the attack when possession of the ball is gained. It also alerts forwards that their job is to defend and regain possession of the ball whenever they lose it to a defense. Furthermore, it creates the basic concept that the players on the team play both defense and offense no matter what position they may be assigned. They are responsible for all aspects of the game.

Small-Sided Games

GRAHAM RAMSAY

Graham Ramsay is the director/soccer consultant of The Soccer School. He travels throughout the United States doing numerous clinics. He has been a staff coach for the Canadian and U.S. Soccer Federations coaching courses and has acted as a consultant to numerous youth soccer programs. He has written many articles and one book.

Small-sided games provide better prospects for enjoyable and educational participation than the full-sided 11 vs. 11 games. If you wish your players or team to improve and express their abilities more fully, 6 or 7 aside soccer is the vehicle that offers these opportunities.

In 11 vs. 11, each player, on the average, should touch or make contact with the ball around 30/40 times a game. A physically large player who tends to dominate the play, however, will get more than the average number of contacts, while a smaller player will get far fewer contacts, many of which will be poor or unsuccessful. This is not too conducive to improving skill, is it? With fewer players on the field, there is more space and space means time. Time is a vital factor, especially for poor players, because it allows them to make more composed decisions, thus improving their skill level.

For novices of this great sport, this is the best way to learn as the game is simplified with fewer players on the field. The "pictures" are easier to see. You can recognize two vs. one or one vs. one situations from the beginning because these "pictures" are the basis of real team play. On the other hand, trying to unravel what is happening when young players are in a full-sided game is like trying to observe specific bees around a honeypot.

Another major plus for having about seven players on the field is that the coach is not trapped into thinking about systems of play but more about basic techniques and skills and simple tactics. Do not regiment players to one position or restrict them to playing in only one part of the field. By all means, give them a position as their base of operations but allow them freedom to go forward when attacking. This applies to all players, including backs as I have seen three fullbacks standing like soldiers on guard watching the play from afar in their own penalty area while their forwards were trying to score at the other end.

The habit of thinking in adult terms often means children lose out. We tend to over-organize or blindly imitate the professional

model. Because adults play 11 vs. 11, we think our children must play the same game. This is comparable to giving a child a quadratic equation as an introduction to math. Absurb, yet we do it. Like any form of learning, the problem, be it in soccer or math, must be reachable for the player to obtain success and learn. This is why small-sided games are important to enjoyment and learning the sport.

The purpose of soccer is to offer young players an excellent outlet for their energies and dreams, and the smaller version of soccer is tailored to reflect these aspirations.

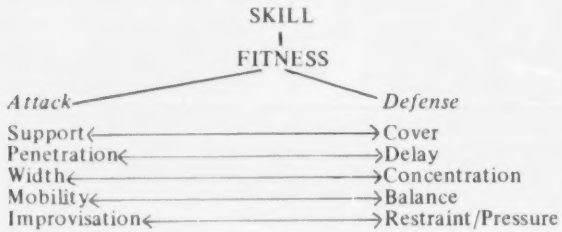
Principles of Team Play

GRAHAM RAMSAY

A biographical sketch of the author appears on page 88.

Coaches and players who really want to know what makes up successful team play must be vitally interested in its principles. The foundation to successful team play starts with basic individual skills and fitness. You may have the greatest tactical plan, but if your players cannot pass accurately or control the ball, the plan is a complete waste. Skill by itself is similar to having a Cadillac with no gas: beautiful to admire but useless. Fitness is the gas that gives skill energy so that it can be used constantly throughout a game whereever play develops around and away from the ball.

Here are the principles of good team play:



Soccer is a game of opposites; when your team attacks, your opponents defend. This applies to any of these principles.

Support

Effective support is the most important factor in attacking play because it gives a team all-round passing options. This, in turn, enables players to have composed possession which is vital because when a team has the ball, the players can score while their opponents cannot.

Cover

The covering player needs to be close enough to a teammate who is marking the attacker with the ball and is closer to her/his own goal. Effective cover is when your teammate is beaten and the

covering player can challenge the attacker immediately with a tackle or pressure.

Penetration

This means getting the ball and/or player(s) forward past the opponents going toward their goal. It could be a shot, a through pass, a dribble, etc.

Delay

Delay means holding and pressuring attackers until your players can recover into good defending positions.

Width

Good teams have a variety of ways of getting to their opponents' goal. For example, if the middle of the field is congested, players use the wings to get to the goal. Some teams have orthodox wings, who stay wide and others create space on the wings to bring the fullbacks into these positions. A team can use a combination of these methods.

Concentration

Concentration occurs when you force the opponent's attack into the bulk of your defense, thus allowing the opponents a minimum of attacking possibilities.

Mobility

Running for the sake of running is pointless. It is important to learn when and where to run. The mostpositive types of "runs" that players can make are:

1. To take opponent(s) from good defending positions to poor ones and thus create space for a teammate to enter in order to receive the ball.
2. To get into positions behind defenders to receive the ball. These are known as blind side or sneak runs.

Balance

The usual defensive arrangement has the first player marking tightly the opponent with the ball, the second defender giving cover, then the third and fourth providing balance. These two players mark space rather than opponents. Their constant assessment has to be "if the ball is passed to my nearest opponent, can I get close enough to pressure her?"

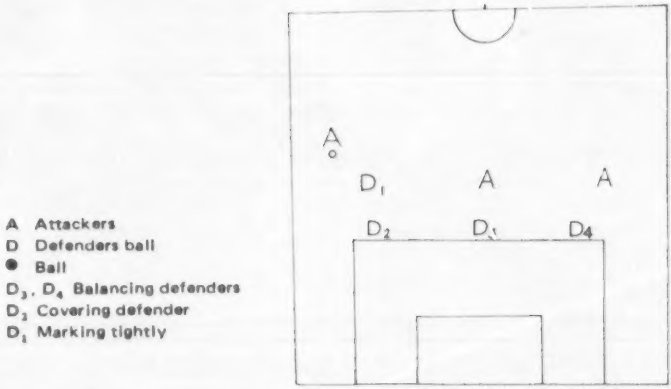


Figure 1. Balance.

Improvisation

Players are encouraged to improvise by doing the unusual either individually (dribbling) or collectively (crossovers). These types of skill are especially important in and around opponents' penalty area.

Restraint/Pressure

Players must be patient in pressuring to force opponents into making errors. When in possession of the ball, the whole teams should be prepared to support and join in the attacking play. When a team loses possession of the ball, the whole team defends. Whether attacking or defending, a team aims at establishing local situations where they are numerically superior.

For players to understand their responsibilities more easily, try to think of thirds of the field when explaining their main responsibilities. There are three important phases in a game: attack, defense, and preparation/midfield play.

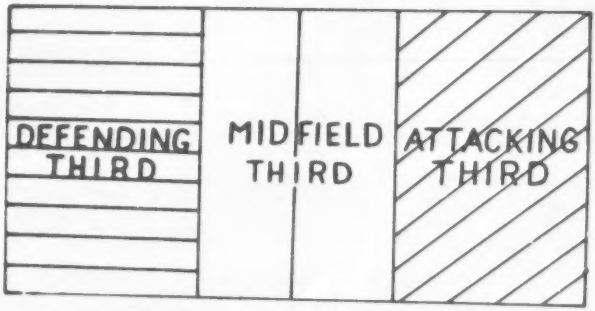


Figure 2. Areas of responsibilities.

	THIRDS	ATTACK
Opponents have possession 1. No space for shot. 2. Pressure keeping goalside. 3. Tackle when time arises. 4. Close cover.	**Defensive Third**	We have possession 1. Play safe passes to keep possession. 2. Long and wide passes. 3. No passes across goal or short or central.
1. Avoid the ball being played past you–approach. 2. Aim to make the ball be played back or square. 3. Sure of cover.	**Midfield Third**	1. Look for the pass forward past opponents. 2. Long and central. 3. Long and wide.
1. Pressure goalkeeper and backs. 2. Stop passes going long and wide. 3. Tackle with determination.	**Attacking Third**	1. Shoot at every opportunity. 2. Follow shot in. 3. Pass to players going in on goal. 4. Any space.

For further reading I recommend these books:
Wade, *FA Guide to Coaching and Training*; Smith, *Success in Football*; and Hughes, *Tactics and Teamwork*.

Seeding for Tournament Play

RONALD BROADBENT

Ronald Broadbent earned B.S. and M.S. degrees in education from Brockport State Teachers College in Brockport, New York. He is director of athletics and boys' varsity soccer coach at Spencerport Central School in Spencerport, New York. He has been very active in state and national physical education organizations. His teams have won over 200 games since 1959.

Ranking teams for seeding in tournament play always seems to provide a source of controversy. In our Section V region, we have developed a system that seems to be fair and equitable; the system is a revision of one originally developed by our sectional basketball committee.

Our region is composed of 93 teams, divided into four fairly equal divisions, based upon the combined registration of boys and girls in grades 10-12 in each school. The divisions are labeled A, B, C, D and we conduct a championship tournament in each. Sixteen teams qualify through seasonal league play to compete in each tournament. Each game they play during the season results in a plus or minus point value for seeding purposes, depending on the class of team they competed against (point chart).

At the conclusion of league play, the point totals are summarized and each team is ranked (1-16) for tournament play, based upon the point totals (pairings chart).

Advancement in the tournament is on a single elimination basis with each game being played to a winner. The championship game is the winner of Block I play vs. Block II play.

Boys Section V Soccer
Point System Seeding Method
Effective 1977 Season

1. Based upon Won, Lost, Tied regularly scheduled games. Official team schedules must be in the league chairman's possession by August 31, 1977.
2. Games played through Friday, October 21, 1977 will be counted in the seeding.
3. Teams will qualify by league as they have in the past.
4. League chairman will keep accurate point totals throughout the season and present this list for seeding purposes on Saturday,

October 22, 1977 for pairings. Refer to the classification sheet for correct point totals.

5. In case of a tie (in point totals), the following criteria will be used:
   a. Overall Record
   b. League Standing
   c. Coin Toss

Point Chart

Class A Teams

	Win	*Lose*	*Tie*	*Pairings*
A	+4	–4	+2	1
				vs.
B	+3	–5	+1½	16
C	+2	–6	+1	
D	+1	–7	+½	8
				vs. **Block I**
				9

Class B Teams

	Win	*Lose*	*Tie*	*Pairings*
A	+5	–3	+2½	4
				vs.
B	+4	–4	+2	13
C	+3	–5	+1½	5
				vs.
D	+2	–6	+1	12

Point Chart

Class C Teams

	Win	*Lose*	*Tie*	*Pairings*
A	+6	–2	+3	2
				vs.
B	+5	–3	+2½	15
C	+4	–4	+2	7
				vs.
D	+3	–5	+1½	10
				Block II

Class D Teams

	Win	*Lose*	*Tie*	*Pairings*
A	+7	−1	+3½	3
				vs.
B	+6	−2	+3	14
C	+5	−3	+2½	6
				vs.
D	+4	−4	+2	11

Annotated Soccer Bibliography

BETTY BEGG

Betty Begg is a physical education teacher and girls' soccer coach at North Syracuse High School in North Syracuse, New York. She received her B.S. degree from Springfield College, Springfield, Massachusetts, and her M.A. degree from Syracuse University in New York. She has served as the NYSPHSAA Girls' Soccer chairperson and is currently the NAGWS soccer chairperson and rules interpreter for the 1978 Guide.

Books

Bailey, Ian C. and Teller, Francis. *Soccer.* Philadelphia: W. B. Saunders Co., 1970.

Batty, Eric. *Soccer Coaching the Modern Way.* London: Faber & Faber, 1975. A must in your library with the new concepts adaptable to all levels of play.

Boyce, Roberta and Lowe, Billye J., eds. *Selected Soccer and Speedball Articles* (from 1958-1972). Washington, DC: AAHPER, 1971. These are the best articles from the *Guides.*

Bradley, Gordon and Toye, Clive. *Playing Soccer the Professional Way.* New York: Harper & Row, 1973. A book by the coach of the New York Cosmos. Good analysis of kicking and attacking tactics.

Csandi, Arpad. *Soccer: Volume I. Techniques-Tactics-Coaching. Volume II. Training.* New York: Covina Press, 1965. Volume I goes into detail for more experienced and professional players; Volume II is a very advanced book covering training, structure of practice, exercises, and planning of training.

DiClemente, Frank F. *Soccer Illustrated for Coach and Player.* New York: Ronald Press, 1968. An excellent book for beginning coaches.

Eastham, George, with Ken Jones. *How to Play and Win.* Chicago: Quadrangle Books, 1966. Included in this book are skills, training strategy, rules and records.

Ersing, Walter. *Fundamentals of Soccer.* Cleveland: Charles E. Merrill, 1968.

Hughes, Charles F. *Tactics and Teamwork.* South Yorkshire, England: EP Publishing, Ltd., 1975. This excellent book gives the basics of sound teamwork based on sound tactics. A set of 11 films goes along with the chapters of the book.

Huppich, Florence L. *Soccer and Speedball for Girls.* New York: A.S. Barnes, 1942. One of the few books on soccer written by a woman.

Ingels, Neil B. *Coaching Youth Soccer.* Palo Alto, CA: Page Franklin Publishing Co., 1975. This book includes 106 conditioning drills and 234 individual skill drills.

Jago, Gordon. *Football Coaching.* London: Stanley Paul & Co., 1974. General coaching at all levels.

Jones, Ken and Welton, Pat. *Soccer Skills and Tactics.* New York: Crown Publishers, 1976. Some excellent drills given after discussion of World Cup play.

Lodziak, Conrad. *Understanding Soccer Tactics.* London: Faber & Faber, 1966.

Mandez, Julie and Boxer, Matt. *Soccer.* New York: Ronald Press, 1968. Fundamental skills, exercises, drills, pass patterns and scrimmange situations are included.

Moore, Alan C. and Schmid, Melvin R., eds. *Soccer Anthology: Selected Soccer Articles 1940-1965.* Shiefland, FL: Citizens Publishing, 1965. This book contains 113 articles by various authors and gives many approaches.

Schmid, Irvin; McKeon, John L.; and Schmid, Melvin. *Skills and Strategies of Successful Soccer.* Englewood Cliffs, NJ: Prentice-Hall, 1968. Fundamentals, conditioning exercises, and advantages and disadvantages of different offenses are given. An excellent book on teaching of skills.

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Smits, Ted. *The Game of Soccer.* Englewood Cliffs, NJ: Prentice-Hall, 1968. Covers the history of soccer.

Vogelsinger, Hubert. *The Challenge of Soccer–A Handbook of Skills, Techniques and Strategy.* Boston: Allyn & Bacon, 1973. An advanced coaching book.

Vogelsinger, Hubert. *Winning Soccer Skills and Techniques.* New York: Parker Publishing, 1970. Contains an excellent breakdown of skills.

Wade, Allen. *Soccer: Guide to Training and Coaching.* New York: Funk & Wagnalls, 1967. Deals mainly with coaching at the high school level.

Wade, Allen. *The F.A. Guide to Training and Coaching.* London: William Heinemann Ltd., 1967. An excellent book dealing with principles, systems, tactics, principles of training, definition and acquisition of skill. The author presents ideas and principles which will make the coach think.

Waters, Earle C.; Hawk, Paul E.; and Squires, John. *Soccer.* New York: Arco Publishing Co., 1973.

Winterbottom, John. *Soccer Coaching.* London: Tonbridge Printers, Ltd., 1960. This book is the basis of many current texts.

Worthington, Eric. *Teaching Soccer Skill.* Edingburgh, Scotland: Lepus Books, 1974. An excellent book which gives the reasons why a skill is presented in a certain way. Gives the finer points of skills.

Small Books

Adams, John. *Soccer.* London: Training & Education Associates, 1975. Frames from a filmstrip. Concise, excellent on fundamental skills.

Best, George. *On the Ball.* London: Beaverbrook Newspapers, Ltd., 1975. Soccer secrets and action pictures taken from the *Daily Express* (London).

Callaghan, John. *Soccer.* Pacific Palisades, CA: Goodyear Publishing, 1969. A book mainly for the player.

Glanville, B. *Soccer.* New York: Crown Publishers, 1968.

Goldman, Howard. *Soccer.* Boston: Allyn & Bacon, 1969.

Maher, Alan. *Manual for Youth Soccer.* Mountain View, CA: World Publications, 1976. A book for beginners which gives information about how to run a practice, drills and game conditions.

Moffat, Bobby. *The Basic Soccer Guide.* Mountain View, CA: World Publications, 1975. Learning basic skills, playing the game, and the FIFA rules written by a former NASL player.

Nelson, Richard. *Soccer for Men.* Dubuque, IA: Wm. C. Brown Co., 1967.

Ramsay, Graham and Harris, Paul. *The Twelfth Player.* Manhattan Beach, CA: Soccer for Americans, 1977. A book for a coach of a youth soccer team, briefly covers all the aspects of the game.

Rowe, D.F. *Soccer – Do It This Way.* Great Britain: Frome & London, 1968.

Smith, Mike. *Success in Football.* London: John Murray, Ltd., 1973. Included in this book are many excellent pictures of skills.

Vogelsinger, Hubert. *How to Star in Soccer.* New York: Four Winds Press, 1967.

Periodicals

Official Soccer Illustrated. Complete Sports Publications, Inc. 30-30 Northern Blvd., Long Island City, NY 11101. Published quarterly.

Soccer Monthly. United States Soccer Federation, Inc., 350 Fifth Ave., New York, NY 11101. Published monthly.

Soccer News. Soccer Publications, Inc., Box 153, New Rochelle, NY 10802. Published monthly.

Soccer World. World Publications, Box 366, Mt. View, CA 94042. Published monthly.

Soccer Audiovisual Aids

LYNDA BUETTNER

Linda Buettner is a physical education teacher and girls' soccer coach at Victor Central School in Victor, New York. She received her B.S. degree from State University College at Cortland, New York. She founded the Cortland State Women's Soccer Club and was its president and coach for two years. Linda was also selected to participate in international soccer competition.

King Soccer. 1975. Series of 10 films, 15 min. each. Top class players demonstrate skills. Distributor: Oriolo Film Studios, 50 East 42nd St., New York, NY.

The Master and His Method. Color, sound, 16mm. Skills demonstrated by Pele. Distributor: Pepsi Cola, Purchase, NY 10577.

NO. 1. Color, sound, 10 minutes. Sale $160, $20 rental. A view of soccer and its most important position, the goalkeeper. Filmed at the World Cup in Stuttgart, Dusseldorf and Frankfurt. Features goalie Peter Kunter. Distributor: Texture Films, 1600 Broadway, New York, NY 10019.

Soccer. 1976. Series of 11 films, silent, Super 8, color, film cartridges. Sale $24.95. Consultant Gene Kerney, Michigan State University. Demonstrators: Alexander Skotarek, George K. James and Edward Skotarek. Distributor: AAHPER Educational Media Services, 1201 16th St., N.W., Washington, DC 20036. Films cover the following:

1. Kicking (3.40 minutes)
2. Trapping–Ground Balls (3.12)
3. Trapping–Balls in the Air (3.38)
4. Heading and Backheading (3.42)
5. Dribbling (3.42)
6. Tackling (3.34)
7. Throw-in (3.42)
8. Goalkeeper, Part I (3.44)
9. Goalkeeper, Part II (3.44)
10. Goalkeeper, Part III (3.44)
11. Goalkeeper–Clearing (3.40)

Soccer. 1976. Series of 3 films, color, sound, 16mm. Sale $220, Super 8 cassette $140. Consultant Harry Keough, St. Louis University. Distributor: AAHPER Educational Media Services, 1201 16th St., N.W., Washington, DC 20036. Presents latest techniques, drills and exercises to improve play. Basic individual skills (18 min.); offensive/defensive maneuvering (20 min.); goal-

keeping (19.5 min.).

Soccer. 1976. Series of 4 films, color, sound, 5-8 min. each. Films 1 and 2, $57 each; 3 and 4, $79 each. Consultant Bob Guelker, USA Olympic Team Soccer Coach. Distributor: Champions on Films, 745 State Circle, Ann Arbor, MI 48104.

1. Trapping with the foot and the body.
2. Kicking with the instep and inside of the foot
3. Heading, dribbling, tackling and charging
4. Throw-in, corner kick and goalkeeping

Soccer. 1976. Series of 10 film cartridges, color, silent. $24.95 each or $249.50 for series. Consultant Bob Guelker, USA Olympic Team Soccer Coach. Distributor: Champions on Films, 745 State Circle, Ann Arbor, MI 48104.

1. Trapping with the foot
2. Trapping with the body
3. Kicking with the instep
4. Kicking with the inside of the foot
5. Heading
6. Dribbling
7. Tackling and charging
8. Throw-in and corner kick
9. Basic goalkeeping
10. Advanced goalkeeping

Soccer. Series of 10 filmstrips with cassettes. Distributor: Graham Ramsey, 11706 Magruder Lane, Rockville, MD 20852.

Soccer-Girls. 1969. Series of 6 filmstrips, sound or silent. Rental $4.50. Distributor: Association Instructional Materials, 600 Madison Ave., New York, NY 10022.

Filmstrips cover the following subjects:

1. The game–history, field dimensions, terminology
2. Basic skills and techniques–dribbling, passing, trapping
3. Volleying–head, shoulder, knee, foot, instep kick
4. Goalkeeper–saving, throwing, kicking
5. Team tactics–kickoff, intercepting and marking, tackling
6. Special situations and tactics–kickoff, free kicks, kick-in, defense kick, corner kick, roll-in.

Soccer-Hands-off. Color, sound, 15.5 min. Sale $220, rental $17. The film introduces the playing rules of soccer plus some of the basic moves such as traps, dribbles and instep drives. Distributor: BFA Educational Media, 2211 Michigan Ave., P.O. Box 1795, Santa Monica, CA 90406.

Soccer Slide/Poster Series. 22 slides, color. $18 per set complete with commentary. Distributor: J. Weston Walsh, Publisher, Portland, ME 04104.
Film shows basic skills needed for soccer.

Tactics and Teamwork. Series of 11 films, 20 min. each, 16mm, sound, b&w. Produced by English Football Association. Supplemented with book of the same name. Distributor: United States Soccer Federation, 350 Fifth Ave., Suite 4010, New York, NY 10001.

1. Why goals are scored
2. Pressurizing
3. Key factors in defensive play
4. Creating space
5. Support in attack
6. Attacking opponents with and without the ball
7. The do's and don't of passing
8. Shooting
9. Defending at set plays
10. Attacking at set plays
11. Goalkeeping

Teaching Aids

Magnetic Coaching Aid. Board complete with accessories, $15.95. The Scor-Mor Company, P.O. Box 46443, Cincinnati, OH 45246, Portable soccer board is 10 in. x 15 in., weighs less than 2 lbs., and has a high impact resistant styrene frame. The plastic covered players are identified by position and store under the hinged cover. The vinyl dark green soccer field has its markings sealed in for protection from weather.

OFFICIATING

NAGWS AFFILIATED BOARDS OF OFFICIALS

The Affiliated Boards of Officials (ABO) is one of 9 structures of the National Association for Girls and Women in Sport (NAGWS).

The following official statement of goals was approved by the ABO Executive Council (Fall 1977) in an effort to clarify the future directions of ABO:

1 To improve the quality of officiating for girls and women's sports contests, regardless of the level of skill/maturity of players or the rules governing the contest.
2 To increase the number of competent women officials, not to the exclusion of men, but as needed affirmative action.
3 To promote the involvement of women in the governing bodies of other sports officiating groups.

The purpose of the ABO is to promote quality officiating for girls and women's sports programs by:

(1) Developing officiating techniques
(2) Providing materials for training and rating officials
(3) Disseminating information about officiating
(4) Promoting the use of ABO-rated officials
(5) Developing standards of conduct for officials compatible with the philosophy of the NAGWS
(6) Providing the organizations and administrative structure for the coordination of Affiliated Boards
(7) Promoting standards with respect to fees, ratings and uniforms.

Approximately 190 Boards of Officials throughout the United States are affiliated with ABO/NAGWS. These boards provide opportunities for interested individuals to learn about officiating or judging and are authorized to give NAGWS ratings.

The Principles and Techniques of Officiating (PTO) Committees for each of the 11 sports in which ABO grants ratings are specifically concerned with enumerating the mechanics used by referees, umpires and judges in officiating games, meets or matches.

The Examinations and Ratings Committees for each of the 11 sports in which ABO grants ratings are responsible for preparing, revising and analyzing the officiating theoretical (written) examinations.

If you have questions concerning the techniques of officiating soccer, write to:

SANDRA CUTTER
Jasper Central School
Jasper, NY 14855

Information regarding study questions in this *Soccer Guide* or on the ABO theoretical examination on soccer should be addressed to:

JACKIE DEANE
73 Forest St.
South Weymouth, MA 02190

Additional information regarding ABO officiating concerns may be secured by writing:

Affiliated Boards of Officials
c/o NAGWS Executive Secretary
1201 Sixteenth Street, N.W.
Washington, DC 20036

STATEMENT OF PHILOSOPHY
OF THE AFFILIATED BOARDS OF OFFICIALS:

THE ROLE OF THE OFFICIAL
IN THE COMPETITIVE SITUATION

Educational values should be of primary concern to all who have leadership roles in a competitive program. As one of those fulfilling leadership roles, the official must be concerned with promoting those values and with the welfare of the participant. The unique contribution of the official is assuring equal opportunity and fair play for all. The official essentially acts as an arbitrator, providing judgments that are within the spirit and intent of the rules. Decisions are based on objective evidence, free from bias and from the emotion that often pervades the competitive environment.

An official enters the competitive situation with a thorough understanding of the letter, as well as the intent of the rules, the strategy and skills of the sport to be played, and correct execution of officiating techniques to view the contest accurately. The official maintains a friendly yet reserved attitude toward all throughout the sport experience. The official is flexible, operating within officiating standards appropriate to the age of the performers, the level of skill, and the facilities available. Biases by players, spectators and coaches will be evaluated with an understanding not only of the multiplicity of ways in which individuals may react to a competitive experience but also of the behavior appropriate to such an educational experience. Duties will be performed fairly, efficiently and without drawing undue attention to the official. In order to strengthen the official's effectiveness, personal evaluation of performance will be made and solicitation of constructive criticism from coaches, players and administrators will be sought. Though receiving a fee, the ultimate reward to the official will be that of having rendered a valuable service to girls and women who have found personal meaning in expressing themselves through the medium of sport.

STANDARDS FOR OFFICIALS' RATINGS IN SOCCER[1]

Note: Changes from the previous *Guide* have been indicated by shading.

There are six ratings for officials, five of which qualify the holder to officiate sports contests. Each is designed to meet the needs of various sports events and to stimulate interest of individuals who desire to officiate.

The *Examiner's rating* signifies the holder is qualified to rate officials.

The *Intramural rating* qualifies the holder to officiate contests in the school in which the holder is enrolled for contests of comparable level.

The *Apprentice rating* qualifies the holder to officiate contests which may be adequately controlled by a competent, but inexperienced official.

The *Local rating* signifies that the holder is qualified to officiate interscholastic and intercollegiate contests requiring a competent and experienced official.

The *State rating* signifies that the holder is capable of officiating any contest within the state or region where the rating is awarded.

The *National rating* signifies that the holder is capable of officiating any contest anywhere in the United States. This rating is for the most highly skilled official.

Specific requirements for all ratings are outlined below.

Examiner

1. Prerequisite – must have held a State or National rating for a minimum period of six years. (The six years need not be consecutive but must be within the previous eight-year period.)
2. Theoretical examination – national examination, minimum 82.
3. Duration – two years from next June 1.
4. Renewal:
   a. In order to be eligible for renewal, the candidate must have been involved in the rating or training of officials.
   b. To renew, the candidate must pass the national theoretical examination with a minimum score of 82.
   c. Should the rating lapse for one year or less, the candidate remains eligible for renewal.

[1] See the current NAGWS *Basketball Guide* for information on ratings in all sports and for updated information on the standards and practices of the Affiliated Boards of Officials.

d. Should the rating lapse for more than one year, the candidate must qualify through earning a State rating.

5. This rating is transferable to other Boards.

Intramural Official

1. Minimum standards – set by Affiliated Board.
2. Duration – two years from next June 1.

Apprentice Official

1. Minimum standards can be set by the affiliated board, *or* these standards may be followed.
   a. Theoretical examination – national examination, minimum [redacted][2]
   b. Practical examination[2,3] – minimum 75; minimum number of raters: one.
2. Duration – Two years from next June 1.

Local Official

1. Theoretical examination – national examination, minimum 76.
2. Practical examination[2,3] – minimum 80; minimum number of raters: two.
3. Duration – two years from next June 1.
4. This rating is transferable to other Boards.

State Official

1. Theoretical examination – national examination, minimum 82.
2. Practical examination[2,3] – minimum 85; minimum number of raters: three.
3. Duration – two years from next June 1.
4. This rating is transferable to other Boards.

National Official

1. Theoretical examination – national examination, minimum 88.
2. Practical examination[2,3] – minimum, 88; minimum number of raters: three, one of whom must hold a National rating.

[redacted] Any rating team may include no more than one Examiner.

[3]Note commentary on [redacted] on pages 110-111.

106

3. Duration – two years from next June 1.
4. This rating is transferable to other Boards.

Experimental Alternative Methods For Practical Examination

The following alternative *practical* rating methods were approved by the ABO Executive Council (Fall, 1976) for an experimental period of two years (1976-1978). These methods may be used for all sports except Gymnastics and Synchronized Swimming. The rationale for this experiment is to:

1. absorb officials trained by other groups in an easier manner.
2. attract and train new officials.
3. open new alternatives to local boards.
4. give local boards autonomy to determine local needs and set their own standards based on those needs.
5. cut down on the person hours involved in rating and re-rating.
6. attempt to answer the frequent voiced concerns of many local boards about the present practical rating system.

Authority is extended to all boards to establish their own criteria and regulations (theory and practical) for Local and Apprentice ratings in each sport, in order to meet their own specific needs.

Local ratings earned by these experimental alternative methods shall be designated as Local E and shall be non-transferable, except as approved by the Board to which the official moves.

The following guidelines for practical examinations are recommended for earning and renewing ratings.

I. New Candidates (inexperienced or unregistered officials)

A. The candidate should meet one of the following criteria:
   1. attend a series of structured clinics set up by the Board, the number to be specified by the Board or
   2. secure a passing grade and the recommendation of the instructor in an officiating course at the college level (the course must be approved by the Board) or
   3. attend officiating courses offered by another organization such as the recreation department or evening adult education. Candidate must secure a recommendation from said course. Such a course must be approved by the Board.

B. The Board should differentiate carefully between the criteria for Local and Apprentice ratings. Criteria in addition to the above might well be required for the Local Rating.

C. New officials shall work with more experienced officials for a designated number of contests.

II. Renewal candidates

A. A committee of 3 examiners shall be necessary to upgrade a rating to the State or National level. In the case of basketball

and volleyball, the National rating may be earned only at an NRT rating session.

B. A candidate who wishes to renew at the current level (Apprentice through National) may:
   1. officiate a minimum of 3 contests, during which a minimum of 5 evaluators are involved (present alternative method with reduction of number of evaluators) or
   2. officiate a designated number of contests per session, the number to be determined by the Board.

C. If written complaints are received about an official renewing as in B1 or B2, a more formal rating method might be desirable.

III. Registered officials (other than probationary)

A. Experienced officials, registered by other officiating organizations, should be awarded a Local rating upon taking and receiving a passing grade (as specified by the Board) on the NAGWS/ABO Theoretical Test (Form A or B) and by demonstrating ability to use ABO officiating techniques. The method of demonstrating shall be specified by the Board, but should recognize the official's experience and be as uncomplicated as possible.

B. Registered officials desiring a rating higher than Local shall meet the criteria specified by ABO on page 109.

Emblem and Uniform

The emblem for National officials in all sports consists of a shield. Other emblems are available for State, Local, Apprentice, and Intramural officials.

The official shirt for soccer is a navy blue and white striped tailored shirt or a navy blue and white striped jersey. A navy blue skirt or dress slacks appropriate for the activity should be worn with the shirt. Shoes should be similar to those worn by the players. Officials who receive fees for officiating are required to wear the official shirt.

Note: Local Boards are encouraged to adopt uniform regulations for each contest such that each official is easily identifiable. For safety reasons, both officials should be attired the same.

The official shirts and emblems are available from the Hanold Company, Sebago Lake, ME 04075. The company can also provide blazers. When ordering, send dress size and check or money order for correct amount. Anyone may order the official shirt. A current rating card must accompany an individual's order for an emblem; however, it is not necessary to send a rating card when ordering a shirt.

An Affiliated Board may wish to have a supply of shirts or

emblems for distribution to newly rated officials. A quantity order may be placed *only* by the Affiliated Board chairperson. It is not necessary that the chairperson's rating card be enclosed, but full payment must accompany the order.

Prices: Wash-and-wear shirt, $7.50; knit jersey with zipper neck, $13.50; navy flannel blazer, $35.00; National, State, Local, Apprentice, and Intramural emblems, $1.75.

Shipping Charge: 75 cents per order.

Recommended Fees

Local boards may establish or negotiate fees that reflect the level of rating of the official as well as the type and level of competition within their locale. Boards are encouraged to establish fees in conjunction with local governing groups. The fee schedule may reflect differential pay based upon rating levels.

REGISTRATION OF OFFICIALS

Most states require those who officiate either boys or girls' interscholastic contests to be registered with the State High School Athletic Association or other administrative body. All NAGWS/ABO officials who officiate high school or junior high school games are urged to cooperate fully with their state regulatory body.

AMATEUR STANDING OF OFFICIALS

An official who wishes to maintain amateur status as a participant in a sport must be aware of the ruling(s) on amateur status established by various governing bodies for that sport.

Amateur status is defined by high school and college governing bodies as well as by national sport governing bodies that hold the franchise from international sport governing groups.

The official who wishes to maintain amateur status as a participant is responsible for investigating the specific regulations of *each* governing body with jurisdiction over such eligibility.

National Governing Body for Soccer

The United States Soccer Federation (USSF) is the national governing body for soccer in this country. Information regarding the amateur status rulings of the USSF may be secured by writing to the USSF, 350 Fifth Avenue, Suite 4010, New York, NY 10001.

HOW TO BECOME A RATED OFFICIAL

1. Study the rules, the article on the techniques of officiating and the study questions.
2. Attend interpretations meetings and officiating clinics or training courses conducted in your vicinity.
3. Practice often. To some, officiating comes easily; to others it comes only as the result of hard work and concentration. Welcome criticism and work hard to improve.
4. Find out from the chairperson of the nearest affiliated board when examinations for ratings are to be held. (Consult list of boards in NAGWS Directory available from NAGWS/AAHPER, 1201 Sixteenth St., N.W., Washington, DC 20036. Cost: $3.00.)
5. Take your rating remembering that it is the aim of the Affiliated Boards of Officials to maintain high standards for officials.

INFORMATION FOR AFFILIATED BOARDS

How to Establish a Board of Officials

1. Establish the need for an affiliated board by contacting individuals in the area who have current ratings or who are interested in standardizing and raising the level of officiating badminton, basketball, competitive swimming and diving, fencing, gymnastics, soccer, softball (fast pitch and slow pitch), synchronized swimming, tennis, track and field, or volleyball in that area.
2. Write to Edith Cobane, Past Chairperson ABO, PE 244, State University of New York, 1400 Washington Avenue, Albany, NY 12222, for a sample copy of an authorized constitution for officials' boards and the *Policies and Procedures Handbook* and application for becoming an affiliated board.
3. At a designated meeting of interested individuals present plans for forming a board.
   a. Choose a name which will permit expansion of function as need may arise; do not limit title to one sport.
   b. From the group, elect a chairperson, chairperson-elect, secretary, and treasurer.
   c. Form an examining committee of at least three members for each sport in which you would like to give ratings. If any member has been rated elsewhere, such experience should be helpful; such a rating is not necessary, however. It is suggested that members of the examining committee be examined and obtain ratings from other affiliated boards whenever possible.
   d. Make plans for drawing up a constitution according to the sample copy received from the Past Chairperson of the

NAGWS Affiliated Boards of Officials. Plan to devote some time to the study of the rules and to practice officiating. If possible, secure the assistance of some rated official in each sport for which the Board anticipates giving ratings.

4. Send the completed application form, two copies of the local constitution, and a check for $10 annual dues (made payable to the NAGWS Affiliated Boards of Officials) to the ABO Past Chairperson. Indicate the sports in which you wish to grant ratings by listing the names and qualifications of *3* interested individuals. Approval of the application will come from the Past Chairperson of the Affiliated Boards of Officials who will request that examination packets be sent to your Affiliated Board Chairperson for all sports in which your Board is authorized to give ratings. The process of accepting an application for affiliation of a new Board and of requesting that the proper examination packets be sent ordinarily takes several weeks. Prospective Boards, therefore, should file for affiliation at least 2 months before they wish to hold rating sessions.
5. Administer Form A of the National Theoretical Examination. Form B of the National Theoretical Examination may be administered to those who did not pass Form A. The Intramural Examination may be given as a practice test to those candidates pursuing ratings.
6. To cover expenses involved in the construction and evaluation of written examinations, boards should charge a fee each time an individual takes a written examination. The Affiliated Boards of Officials Treasurer must receive 50 cents for each written examination given by a board. Board fees can exceed 50 cents per test in order to cover operating expenses.
7. Conduct practice sessions in rating officials. All persons on the examining committee who have not previously rated officials should have a minimum of three practice sessions prior to actually rating. Secure the assistance of a rated official in these practice sessions if at all possible.
8. Give practical examinations to individuals who pass the written examination. (Note minimum number of raters required to give various ratings on page 109.)
9. Request appropriate rating cards from the NAGWS National Office for distribution to those who pass the theoretical and practical examination.
10. Send lists of approved officials to school and other organizations in the area. This notice should indicate the fees for officiating and should give the name, address, rating and telephone number of each official.
11. Keep accurate lists of all persons receiving ratings. Forward

these lists to the chairpersons of the Examinations and Ratings Committees in those sports in which your Board was authorized to give ratings. An appropriate form is included in each examination packet. Due date for submitting all forms to appropriate E&R personnel: **June 1**.

Adding Sports – Expansion of Services

Should a Board wish to add ratings in other sports, the Chairperson of the Board should write the Examinations and Ratings Chairperson (E and R) in that respective sport. (Note current *NAGWS Guide* for that sport to identify the name of the individual.) The Board should indicate the names of a minimum of 3 persons qualified to act as examiners in that sport for the next 2 years. Qualifications and experience in the sport should be listed for each potential examiner. Should your Board qualify, you will be notified directly by the E and R Chairperson and will receive a packet for administering examinations.

Maintaining Affiliated Status

To maintain affiliated status in each sport in which it gives ratings, a Board must:

1. Pay dues each year to the ABO Treasurer. (Notification will be sent each fall.)
2. Submit a yearly report to each respective E and R Chairperson regarding the current status of rated officials. (Reports for each sport must be submitted by **June 1**. Appropriate forms are included in examination packets.)
3. Submit periodic accountings yearly to the ABO Treasurer as to how many examinations have been administered. (50 cents per each examination administered is due ABO.)

Note: Examination packets are mailed yearly to *qualified* boards on:

April 1 – Soccer
August 1 – Volleyball and Basketball
September 1 – Track and Field
September 15 – Competitive Swimming and Diving, Badminton, Tennis
October 1 – Fencing
October 15 – Synchronized Swimming, Gymnastics
February 1 – Fast Pitch Softball, Slow Pitch Softball

If you do not receive your packet(s) within two weeks of the above dates, contact the designated E & R Chairperson for all sports. Exception: contact the National Office for Volleyball and Basketball packets.

SOCCER STUDY QUESTIONS
1978-79

Prepared by the ABO Examinations and Ratings Committee

Note: Questions are to be answered according to the official soccer rules. Unless otherwise indicated, each question refers to the *collegiate* rules and describes a situation occurring during the regular playing period.

PART I

Directions

Below is a list of 13 decisions which officials may make on plays occurring during a soccer game. Read each statement, decide on the proper decision from the 13 listed, and write the answer on a separate piece of paper. For example, if the statement describes a legal action, the answer would be L; if it describes a situation that would result in a kick by the opposing team, the answer would be CK, PK, DFK, IFK, or GK.

There is only one best answer, and it should be the decision made on the situation as it is described with no intervening play. Assume that no conditions exist other than those described in the statement.

Code

TI – Throw-in by opposing team from out-of-bounds
PG – Penalty Goal
FG – Field Goal
DB – Drop Ball
TO – Time-out
CK – Corner Kick
PK – Penalty Kick
DFK – Direct Free Kick
IFK – Indirect Free Kick
GK – Goal Kick
L – Legal play—no breach of rules; play continues.
HW – Hold the whistle until play ends.
RP – Repeat the play. The same team puts the ball in play again.

Sample Question: A Blue player pushes an opponent with the ball within the Blue penalty area.

Answer: PK

Questions

1. A Blue player attempting a pass to a teammate at midfield is elbowed by a Red player.
2. After the game has started, a player is found to be wearing metal cleats.
3. Two opponents simultaneously touch the ball before it goes out over the sideline.
4. A Red player attempts a throw-in; a strong gust of wind prevents the throw-in from entering the field of play and the ball lands out-of-bounds behind the player.
5. A Blue player attempting to score kicks the ball over the crossbar.
6. The Red goalkeeper stops an attempted goal by kicking the ball out-of-bounds over the endline outside the goalposts.
7. A Blue player leaves the field to avoid being offside while the game is in progress.
8. The Blue goalkeeper within her/his own penalty area trips an opponent in an attempt to get the ball.
9. During a high school match not using experimental rules, a Red player taking a throw-in uses a one-hand sidearm throw to put the ball in play.
10. A Blue player kicks the ball toward the Red goal. The ball is still rolling toward the goal when the horn blows to indicate the end of the first half of play.
11. During a high school match not using experimental rules, an injured player decides to remain in the game. The player's team has already taken one time-out.
12. During a penalty kick, the ball is deflected into the goal by the goalkeeper.
13. During the kickoff, a teammate of the kicker is standing across the halfway line within the opponents' half of the field.
14. A Blue player without the ball is running down the field and receives a pass as the player nears the Red penalty area. Only the opposing fullback and the goalkeeper are between the Blue player and the goal.
15. A Red player taking a free kick inadvertently kicks the ball directly into the Red goal.
16. During a penalty kick, the Red goalkeeper deflects the ball into the field. It is then kicked by a Blue player into the goal.
17. As a Blue player receives a pass, the ball rebounds off the player's leg and goes out over the sideline.
18. A Red halfback within the player's own goal area deliberately

deflects the ball with an arm to prevent a sure score. The ball does not pass the goal line under the crossbar.

19. During the kickoff, the kicker plays the ball again before it has been touched by another player.
20. During a goal kick, a teammate of the kicker plays the ball before it leaves the penalty area.
21. A teammate of the player taking a free kick is standing three yards from the ball.
22. A Blue player is dribbling the ball. As a Red player tries to intercept it, the Blue player kicks the ball suddenly and it hits the head of the oncoming opponent. The Red player then controls the ball.
23. During a drop ball, a Red player persistently kicks the ball before it has touched the ground.
24. During an attempt to score, a Blue player charges the Red goalkeeper who has caught the ball.
25. A Blue player in her/his opponents' half of the field runs up ahead of the ball. When the player receives the pass, only the Red goalkeeper is between the player and the Red goal.
26. A Red player taking a throw-in throws the ball directly into the Blue goal.
27. A player taking a free kick plays the ball again before it has been touched by another player.
28. A Blue player taking a corner kick sends the ball directly into the Red goal.
29. A Red player gains control of the ball in the middle of the field and intentionally backs into an opponent.
30. During a high school match not using experimental rules, a team takes a third time-out.

PART II

Directions

Read all questions carefully. Select the *one* item which best answers the question. Place the letter of that item on a separate sheet beside the number of the question.

Sample Question: How many players must a soccer team have to begin a soccer game?

A. Five
B. Ten
C. Eleven
D. Eight

Answer: C

115

31. When would a referee refrain from using the whistle to restart play?
    A. Kickoff
    B. Penalty kick
    C. Corner kick
    D. Drop ball
32. When is a game considered defaulted?
    A. When a game is suspended because of weather.
    B. When a team has only 9 players to start the second half.
    C. When a team has only 10 players to start the game.
    D. When a player leaves the field while the game is in progress without the referee's permission.
33. At the beginning of the first overtime period, which team gets to kickoff?
    A. The team which kicked off at the start of the game.
    B. Determined by a coin toss.
    C. The team that was behind at the end of regulation play.
    D. The team that was last scored against.
34. Which of the following is *not* a privilege of the goalkeeper?
    A. Picking up the ball within her/his penalty area.
    B. Handling the ball outside of her/his penalty area.
    C. Combining bounces with a punt or throw within her/his penalty area.
    D. Punting the ball within her/his penalty area.
35. The Red center on the opening kickoff attempts to pass the ball to a teammate who is standing near the player. The ball does not travel forward. What is the referee's decision?
    A. Legal, play continues.
    B. Blue receives a direct free kick.
    C. The kickoff is repeated.
    D. Blue receives an indirect free kick.
36. A goal cannot be scored directly from which of the following?
    A. Goal kick
    B. Penalty kick
    C. Corner kick
    D. Direct free kick
37. The ball goes out over the Red endline after being last touched by a Blue player. What is the referee's decision?
    A. Throw-in for Red
    B. Goal kick for Red
    C. Indirect free kick for Red
    D. Penalty kick for Red
38. A goal can be scored directly from:
    A. Goal kick
    B. Indirect free kick

C. Throw-in
D. Corner kick

39. Which of the following is not true about the procedure for taking a throw-in?
    A. The ball may be thrown in any direction.
    B. The thrower may not play the ball again until it has been touched by an opponent.
    C. The thrower may not play the ball again until it has been touched by another player.
    D. The thrower shall stand outside the sideline until the ball is released.
40. The referee on the side nearer the officials' table shall:
    A. Recognize substitutes and give the signal for kick-offs.
    B. Change sides of the field every time a goal is scored.
    C. Be the sole authority to decide when play is to be suspended in case of weather conditions.
    D. Remain on that side throughout the game.
41. The referee's duties do not include:
    A. Checking the scorebook 10 minutes before the start of the game.
    B. Checking each player's equipment before the game starts.
    C. Holding the whistle after a foul to see if the offending team gains an advantage.
    D. Checking the field prior to the start of the game.
42. Which of the following statements is true?
    A. The home team must wear white or light-colored jerseys.
    B. All team members must wear identical jerseys.
    C. Only the team scored against may substitute after a goal is scored.
    D. Only the team taking a throw-in may substitute.
43. For an official collegiate match, the official scorekeeper does *not* have to:
    A. Record the first and last name and number of the players and substitutes.
    B. Record the team taking the first kickoff.
    C. Record each team time-out.
    D. Record each type of goal (field goal or penalty goal).
44. Which of the following time factors for a collegiate match is *not* correct?
    A. Substitution – 30 seconds
    B. Team time-out – 2 minutes
    C. Half – 45 minutes
    D. Halftime interval – 10 minutes
45. When is a penalty kick not awarded?

A. Failure to notify the referee when the goalkeeper is changed and the new goalkeeper, not wearing a distinguishable jersey, handles the ball within her/his own penalty area;
B. Tripping by a defensive player within one's own penalty area.
C. Holding a defensive player within the player's own penalty area.
D. Misconduct.

46. Which of the following fouls would result in an indirect free kick?
A. Dangerous play
B. Hand ball
C. Charging
D. Kicking

47. An official high school game shall consist of:
A. Two halves of 45 minutes each
B. Four quarters of 10 minutes each
C. Four quarters of 18 minutes each
D. Two halves of 30 minutes each

48. For overtime periods, which of the following statements is true?
A. The same team kicks off for both overtime periods.
B. There shall be a 2-minute interval between the first and second overtime periods.
C. If the score is tied at the end of the two overtime periods, another shall be played.
D. There shall be a 10-minute interval between the end of regular playing time and the start of the first overtime period.

49. In a collegiate match the clock is stopped on the referee's signal:
A. For team time-outs
B. When a corner kick is awarded
C. After a goal is scored
D. For a throw-in

50. On a goal kick, the trailing referee should stand:
A. On the endline
B. In the goal area
C. At the front edge of the penalty area
D. At the halfway line.

QUESTIONS ON THEORETICAL EXAMINATIONS

Inquiries concerning these study questions or theoretical examination questions should be directed to:

JACKIE DEANE
73 Forest Street
South Weymouth, MA 02190

ANSWERS AND RULE REFERENCES

PART I

Answer	*Rule Reference*
1. DFK	13-sec 54a, sec 55
2. IFK	1-sec 14j, 13-sec 54b
3. DB	12-sec 52a
4. RP	11-sec 50d
5. GK	9-sec 45
6. CK	10-sec 47a
7. IFK	2-sec 15d; 6 note
8. PK	2-sec 19; 13-sec 54a; 7-sec 40a,b, 3
9. L	11-sec 50i; Preface to 1978-79 rules
10. HW	3-sec 23e
11. TO	4-sec 29e 3; 2-sec 17
12. PG	8-sec 43 b
13. RP	5-sec 36b
14. L	6-sec a z
15. CK	7-sec 40c
16 FG	8-sec 43b Note
17. TI	11-sec 49
18. FG	4-sec 31d
19. IFK	5-sec 36f
20. RP	9-sec 46d
21. L	7-sec 40e
22. L	13-sec 57 Note
23. IFK	12-sec 53f
24. DFK	13-sec 56b; 2-sec 19e
25. IFK	6-sec 37a
26. TI	11-sec 50h
27. IFK	7-sec 40h
28. FG	10-sec 48h
29. DFK	13-sec 56a
30. PK	8-sec 41b

PART II

Answer	*Rule References*
31. D	3-sec 23d 2b
32. C	2-sec 15c
33. A	4-sec 28e
34. B	2-sec 19 Note
35. C	5-sec 36d
36. A	9-sec 46 g
37. B	9-sec 45
38. D	10-sec 48h
39. B	11-sec 50g
40. A	3-sec 21c
41. C	3-sec 23b
42. D	2-sec 18d 1
43. C	3-sec 26b 4
44. B	4-sec 29e
45. D	13-sec 54a & c
46. A	13-sec 54a & b
47. C	4-sec 27a
48. B	4-sec 28b
49. C	4-sec 29b
50. C	PTO, goal kick

TECHNIQUES OF OFFICIATING SOCCER

Revised by the ABO Principles and
Techniques of Officiating Soccer Committee

COMMENTS ON TECHNIQUES

1. The term leading referee is designated by LR.
2. The term trailing referee is designated by TR.
3. The referee on the same side of the field as the officials' table is designated by "A."
4. The referee on the opposite side of the field from the officials' table is designated by "B."
5. See page 138 for a description of the referee's signals.

Note: Because of numerous revisions to the techniques, changes have *not* been shaded.

GENERAL PROCEDURES

1. Be sure of the date, time and place when accepting a game.
2. If unable to referee, notify the home team at least 24 hours in advance. If there is less than 24 hours' notice because of an emergency, secure a substitute when requested by the home team.
3. Changing a game for a better one is unethical.
4. Wear the appropriate uniform:
   a. vertically striped navy blue and white shirt or jersey
   b. navy blue shorts, dress slacks or skirt and
   c. shoes similar to those of the players.
5. Arrive at the field 30 minutes before game time.
6. Introduce yourself to the coaches.

PRE-GAME CONFERENCE FOR REFEREES

To ensure consistency, referees shall confer upon their arrival:

1. Rule interpretations
2. Coverage and division of field
3. Signals
4. Check functioning of whistles
5. Check game balls for proper specifications
6. Call all fouls (there is no held whistle)
7. Share the authority and responsibility of the game equally.

BEFORE STARTING GAME

1. Have pre-game conference with other referee.
2. Inspect:

a. officials' table – 5 yds. from sideline and opposite the halfway line
b. team benches – 5 yds. from sideline and 5 yds. on each side of table
c. goal cages
d. playing field and adjacent areas and
e. markings.

3. Ask the home team coach or tournament manager about local ground rules.
4. If a neutral field:
   a. confer with both captains and
   b. designate by coin toss, the home and visiting teams.
5. Instruct:
   a. the scorekeepers of their duties (See Rule 3, Sect. 26.)
   b. the timekeepers of their duties (See Rule 3, Sect. 25) and
   c. the linespeople of their duties (See Rule 3, Sect. 24).
6. Explain the signals to the scorekeepers and timekeepers. (See PTO, Signals, page 138.)
7. Emphasize that the clock will stop only on the whistle/signal. The referee's whistle signifies the end of a playing period. (See Rule 3, Sect. 23, e.)
8. Remind coaches:
   a. team roster listed in official scorebook 10 minutes prior to game time
   b. goalkeeper indicated by "G" and
   c. captain indicated by "c."
9. Each referee brings one captain to the center of the field. Introduce captains to each other and to the referees.
10. Visiting captain calls the coin toss while it is in the air:
    a. winner has (1) choice of ends or (2) choice of kicking off or receiving and
    b. loser has the other choice.
11. Instruct captains to bring their teams to the center of the field:
    a. check:
       (1) shoes
       (2) shin guards
       (3) removal of jewelry
       (4) braces wrapped and
       (5) users of contact lenses;
    b. explain:
       (1) warning for charging the goalkeeper
       (2) any severe misconduct is immediate removal from game and
       (3) signals and ground rules;

c. have the goalkeeper for each team stand and check for distinction of uniform from teammates and opponents;
d. answer any questions. (During the game, only the captains may question.)

12. Check that the team awarded the first kickoff is recorded in the official scorebook.

POSITION ON THE FIELD

The terms "leading" and "trailing" refer to the referee's position in relation to the ball. (See Figure 1.)

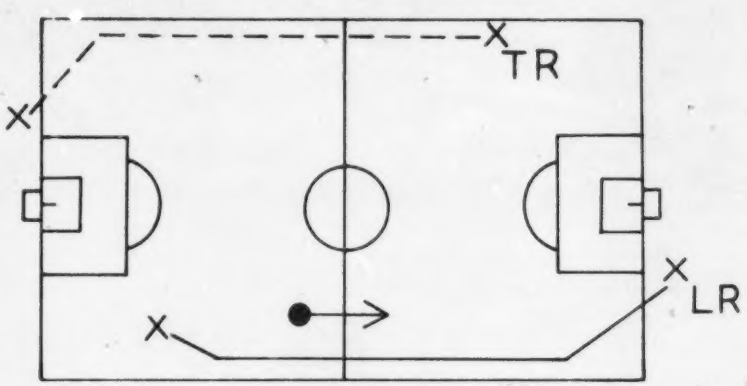

Figure 1. Referee Field Positioning

Leading Referee's Responsibilities (See Figure 2.)

1. Be even with or ahead of the ball—"leads" to the right.
2. Be as far down the field as the deepest offensive player.
3. Call offside. (See Rule 6.)
4. As the ball moves into the penalty area, move to a position on the endline.
5. Usually "on the ball" when play is in the shaded area of the field. Call all fouls "on the ball" or around the ball.
6. When the ball moves into the non-shaded area (Figure 2), be responsible primarily for fouls "off the ball."

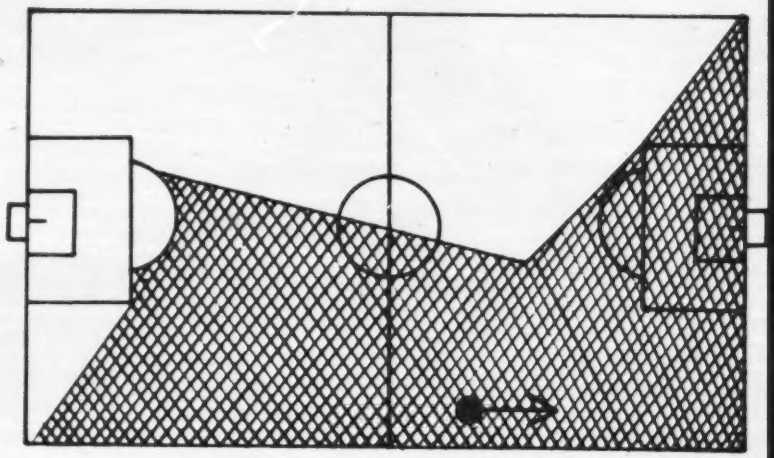

Figure 2. Referee Field Coverage

Trailing Referee's Responsibilities (See Figure 2.)

1. Be behind the ball—"trail" to the left.
2. Move down the field as far as possible to assist the LR (may need to move down to the penalty area).
3. Concerned primarily with action "off" the ball.
4. Become the LR immediately when team possession changes.

Shared Responsibilities

1. Be responsible primarily for the nearest sideline and the end-line to the right.
2. Keep moving to have a clear view of the play.
3. Maintain diagonal positioning; e.g., referees should never be directly opposite one another.
4. After making a call, designate the spot where the ball is put in play.
5. If the situation warrants, call fouls outside the designated area.
6. Refrain from putting into effect any penalty that would give an advantage to the team of the offending player(s).

STARTING A PLAYING PERIOD

Note: See Rule 5.

1. Start with a kickoff from the center of the field.
2. Referee "A" simultaneously whistles and signals the start of each playing period.
3. If the kickoff is going to "A's" right, "A" moves down the sideline to the right as LR. Prior to the whistle, the other referee ("B") stands at the halfway line as the TR and calls any fouls that occur.
4. If the kickoff is going to "A's" left, "A" stands at the halfway line as the TR. "B" moves down the sideline to the right as LR.
5. Before "A" whistles and signals the start of each playing period, "A" shall see that the following are ready:
   a. team captains
   b. goalkeepers
   c. linespeople
   d. scorekeepers
   e. timekeepers and
   f. other referee (establish eye contact).
6. At the same time "A" blows the whistle, "A" gives the indirect arm signal.
7. The timekeeper starts the clock when the ball is kicked.
8. Teams alternate taking the kickoff at the start of each playing period.

SCORING

1. The TR is primarily responsible for play following a pass or try for goal (play off the ball).
2. The LR recognizes the goal by blowing the whistle.
3. Both referees give the signal for the goal.
4. "A" notes the number of the player scoring and informs the scorer, if necessary.
5. A goal is scored when the ball has completely passed the goal line under the crossbar.
   Note: A goal is scored even if the ball does not remain in the goal cage.
6. If a player commits a foul as her team scores a goal, the goal does not count. The opponents are awarded the penalty for the foul.
7. If an opponent commits a foul as a goal is scored, the goal is awarded.
8. If the horn blows, indicating the end of a playing period, while the ball is on its way to the goal, the referee shall hold the

whistle. The ball is in play until it hits a player (excluding the goalkeeper), the goalposts, the crossbar or passes a boundary line or the goalline (field goal). (See Rule 3, Sect. 23, e and Note.)

9. If the goalkeeper, in an attempt to gain possession, steps behind the goalline with the ball in her hands, a field goal is scored.
10. A field goal shall not be scored directly from:
    a. Kick off,
    b. Goal kick,
    c. Throw in or
    d. Indirect free kick

    Penalty: GOAL KICK (See Rule 4, Section 31, e.)

TIME FACTORS

Length of Game – See Rule 4, Sect. 27.

Overtime – See Rule 4, Sect. 28.

Team Time-Outs (High School only – See Rule 4, Sect. 29, e.)

1. Blow whistle, give time-out signal. (See PTO Signals, back cover.)
2. Verbally state "time-out" and the color of the team requesting the time-out.
3. Referee "A" shall see that the official scorekeeper records the team taking the time-out.
4. Call a penalty kick if the number of team time-outs exceeds 2 and follow penalty kick procedures.
5. If the time-out exceeds 2 minutes, charge the offending team with a time-out. Award a penalty kick if the number of team time-outs exceeds 2.
6. Secure the ball and note where it was when a time-out was called and who had possession.
7. The referee putting the ball in play shall:
    a. retain possession of the ball at the spot where it is to be put in play and
    b. check with the other referee and timekeepers prior to blowing the whistle that signals the resumption of play.
8. The referee not responsible for putting the ball in play shall be positioned near the officials' table to beckon in substitutes. Inform the coaches how many time-outs they have left.
9. If a captain or coach requests a time-out for an interpretation of a referee's decision (not a judgment decision) and the referee's decision is found to be incorrect, the time-out shall be charged to the referees. If the decision is found to be correct, the team making the request shall be charged with the time-out.

Referee's Time Out

1. In cases where a referee is calling time-out, the procedure is the same.
2. The referee verbally states, "Referee's Time" and gives hand signal for referee time-out.

Time-out for Inury (See Rule 2, Sect. 17, a-d and Rule 4, Sect. 29, c, 1-3.)

1. Blow whistle and give the referee's time-out signal when:
   a. ball is out-of-play
   b. when ball is in control of the injured player's team or
   c. immediately when necessary to protect an injured player.
2. Sufficient time shall be allowed to remove an injured player.
3. If the player is slightly injured, the game shall not be stopped until the ball is out of play.
4. A player who is able to go to a boundary line shall not be treated on the field.

Substitution

1. May only occur:
   a. when a team has possession of a throw-in or
   b. when the ball is out-of-play.
2. Either referee may recognize or beckon a substitute on to the field.
3. The substitute shall remain outside the sideline until recognized by the referee. Penalty: Indirect Free Kick. (See Rule 2, Sect. 18, a-e.)
4. A player shall not leave the field while the game is in progress without permission from the referee. Penalty: Indirect Free Kick. (See Rule 2, Sect. 15, d.)
5. If a substitution exceeds 30 seconds, a team time-out shall be charged to the offending team.
6. The referees shall notify the captain of the opposing team when there is a subscitution for the goalkeeper. (See Rule 2, sect. 19, f.)

SUSPENDED OR DEFAULTED GAMES

1. A game shall be suspended in case of injury. (See Rule 2, Sect. 17 and Rule 3, Sect. 23, f.)
2. A game shall be suspended or terminated because of weather

conditions, spectator interference or any unforeseen cause. (See Rule 3, Sect. 23, g.)

3. A game shall be defaulted when: (See Rule 4, Sect. 31, g.)
   a. a team fails to have 11 players to start the game
   b. a team fails to have 9 players to continue play or
   c. either a coach or player refuses to leave the team bench or field after expulsion from the game.

PUTTING BALL IN PLAY

Throw-In

1. Prime responsibility for out-of-bounds is with the referee whose sideline the ball has passed.
   a. blow the whistle, give the color of the team awarded the ball
   b at the same time, raise the arm horizontally in the direction of the opponent's goal and
   c. point to the spot of the throw-in.
2. High school players may, with one or two hands, use any type of throw. College players must throw the ball from behind and over the head with equal use of both hands. (See Rule 11, Sect. 50, i.)
3. If the ball does not enter the field of play, repeat the throw-in. (See Rule 11, Sect. 50, c-d.)
4. Any other infringement results in a throw-in for the opponents. (See Rule 11, Sect. 50, e-g.)
5. If the wrong team takes the throw-in, blow the whistle and award the ball to the correct team.
6. A field goal may not be scored directly from a throw-in. Penalty: Goal kick. (See Rule 11, Sect. 50, h.)
7. If it is not known who last touched the ball, check with the other referee for a decision. If neither referee knows, award a drop ball.
8. Persistent infringement of the throw-in is misconduct. (See Rule 13, Sect. 68.)

Goal Kick

1. Prime responsibility for a ball that has passed an endline or over the crossbar is with the referee whose endline is to the right.
   a. blow the whistle, give the color of the team awarded the ball and
   b. at the same time, give the indirect signal in the direction of the opponent's goal
2. The TR shall:
   a. stand at the front edge of the penalty area to determine if

the ball leaves the penalty area (See Rule 9, Sect. 46, b-d) and

b. indicate verbally and point to the side of the goal area to be used for the goal kick.

3. The LR will move down the field along the sideline to call fouls "off" the ball.
4. Any infringement of the goal kick results in an indirect free kick. (See Rule 9, Sect. 46, e-g.)
5. Persistent infringement of the goal kick is misconduct. (See Rule 13, Sect. 68.)
6. A field goal may not be scored directly from a goal kick.

Corner Kick

1. Prime responsibility for a ball that has passed the endline or over the crossbar belongs to the referee whose endline is to the right.
   a. blow the whistle
   b. give the time-out signal and point to the corner flag and
   c. give the color of the team awarded the ball.
2. The LR shall
   a. stand on or near the endline
   b. make sure that the ball is placed within the quarter circle at the nearest corner and
   c. see that the TR is in position (establish eye contact) before blowing the whistle and giving the direct kick signal.
3. The TR takes a position near the penalty area.
4. The ball is not in play until it has traveled its circumference. (See Rule 10, Sect. 48, a-c.)
5. Any infringement of the corner kick results in an indirect free kick. (See Rule 10, Sect. 48, d-g.)
6. Persistent infringement of the corner kick is misconduct. (See Rule 13, Sect. 68.)
7. A field goal may be scored directly from a corner kick.

Drop Ball

1. Prime responsibility for a drop ball is with the referee in whose designated area the infringement occurs. (See Rule 12, Sect. 52.)
   a. blow the whistle, give signal for a drop ball and verbally state "drop ball" and
   b. point to the spot of the drop ball.
2. The LR administers the drop ball: (see Rule 12, Sect. 53, a-e.)
   a. remove whistle from the mouth and
   b. hold the ball at waist level and let it drop to the ground

between any 2 opponents.

3. The ball must touch the ground before it can be played: (See Rule 12, Sect. 53, f.)
   a. first offense – repeat the drop ball
   b. second offense by the same player–indirect free kick
4. The TR calls any foul "off" the ball.
5. A field goal may be scored directly from a drop ball.

Free Kick

1. Prime responsibility for a free kick is with the referee in whose designated area the infringement occurs. (See Rule 13, Sect. 54, a-b.)
   a. blow the whistle, give the signal for the foul
   b. verbally state the foul, the color and number of the offending player and
   c. give a horizontal arm motion for a direct or indirect free kick.
2. The TR makes certain the free kick is taken from the proper spot.
3. The LR will move down the field along the sideline to call fouls "off" the ball.
4. The ball is not in play until it has traveled its circumference. (See Rule 7, Sect. 40, e-f.)
5. Any infringement of the free kick results in an indirect free kick. (See Rule 40, g-h.)
6. Persistent infringement of the free kick is misconduct. (See Rule 13, Sect. 68.)
7. A field goal may *not* be scored directly from an indirect free kick. Penalty: Goal Kick.
8. If a player kicks the ball from a free kick, directly into her goal, no field goal shall be scored. Penalty: Corner Kick.
   Note: If the free kick passes the goalline under the crossbar, the penalty is not a re-kick. The penalty shall be a corner kick because the ball was kicked out of the penalty area directly into her goal. (See Rule 7, Sect. 40, c-d.)
9. A player taking a free kick within her own penalty area shall kick the ball out of the penalty area.
10. A penalty kick shall be awarded when a player, within her own penalty area, commits a foul which could have resulted in a direct free kick.
11. A penalty kick shall not be awarded when a player within her own penalty area commits a foul which should result in an indirect free kick.
12. An indirect free kick awarded within the penalty area shall not

be taken within 10 yards of the goal line.

13. A field goal may be scored directly from a direct free kick.

Penalty Kick

1. Prime responsibility for a penalty kick is with the referee whose penalty area is to the right. (See Rule 8, Sect. 41, a-c.)
   a. blow the whistle, give the signal for the foul
   b. verbally state the foul, the color and number of the offending player and
   c. verbally state "penalty kick" and point to the penalty kick mark.
2. The LR shall:
   a. stand on or near the endline near the goal area
   b. recognize the kicker and see that the goalkeeper is ready and
   c. check that the TR is in position (establish eye contact) before blowing the whistle and giving the direct kick signal.
3. The TR will take a position near the penalty area to call fouls.
4. A penalty kick shall not be awarded when a player commits a foul which should result in an indirect free kick.
5. The ball is not in play until it has traveled its circumference. Penalty: Indirect Free Kick. (See Rule 8, Sect. 42, f.)
6. Any infringement of the penalty kick: (See Rule 8, Sect. 42, b-e.)
   a. foul by an opponent–kick is repeated if no penalty goal is scored.
   b. foul by a teammate or the kicker–indirect free kick; no penalty goal is scored
7. The kicker shall attempt to send the ball between the goalposts.
8. The kicker may not play the ball again until it has been touched by another player. If the ball rebounds from the goalposts or crossbar, it has not been touched by another player. (See Rule 8, Sect. 42, e, 4 and Note.)
9. A penalty kick shall not be assessed when a field goal is awarded because of intentional handling.
10. Time of play shall be extended at the end of a playing period to award a penalty kick. (See Rule 8, Sect. 24, g.)
11. A penalty goal is scored
    a. when the ball has passed the goalline under the crossbar or
    b. when the ball is deflected into the goal by the opposing goalkeeper. (See Rule 8, Sect. 43.)
12. The penalty kick is over: (See Rule 8, Sect. 44, a-b.)
    a. when a penalty goal is scored; or
    b. when the ball passes over the endline or over the crossbar; or

c. when the ball remains within the field of play.

ENDING PLAYING PERIODS

1. The referees' whistles shall terminate the end of a playing period. (See Rule 3, Sect. 23, e.)
2. Both referees shall check the scorebook at the end of each playing period to assure that the official scorekeeper has correctly kept the running score, team time-outs and penetration time, when appropriate.
   a. check to see that both scorekeepers agree and
   b. re-cross the running score and team time-outs at the end of each period.
3. Teams shall change ends of the field at the end of each playing period. (This includes quarters, halves and overtime periods.)
4. Referees shall change sides of the field at half time.
5. Both referees shall sign the scorebook at the end of the game.

FOULS

Note: See Rule 13

1. Blow whistle, give signal for the foul (see signals).
2. Verbally state:
   a. the name of the foul
   b. the color and number of the offending player
   c. direct or indirect free kick and
   d. the color of the team awarded the ball and indicate the spot where the foul occurred. For example: "Pushing, Blue 21, direct free kick for Yellow"
3. Simultaneously with the verbal explanation, give the arm signal for direct or indirect kick in the direction of the opponent's goal.
4. If the wrong team takes the free kick, blow the whistle and award the ball to the correct team.
5. The TR indicates the spot from which the kick is to be taken (place where foul occurred) and assures it is taken properly. (See Rule 7, Sect. 40, e-h and PTO.)
6. The LR moves down the field along the sideline to call fouls "off" the ball.
7. Any persistent infringement of a free kick, e.g., delay of game, is misconduct. (See Rule 13, Sect. 68.)
8. Referee's time-out shall be called for warnings and disqualification.
9. If the foul is severe, the referee is empowered *without* previous warning to immediately expel the offender.

10. A legal sliding tackle is one in which one or both feet slide to tackle the ball. The initial contact is with the ball and may not be executed outside the peripheral vision of the opponent.
11. Incidental contact should not be penalized.
12. When a team is attempting to score, both referees should position themselves so they will have the best coverage of the ball and players involved, "on" and "off" the ball.
13. A player shall not contact the ball intentionally with a hand or arm. Penalties:
    a. outside the penalty area – direct free kick
    b. inside the opponents' penalty area–direct free kick for the other team or
    c. inside your own penalty area–penalty kick for the attacking team.

    This does not apply to the goalkeeper within her own penalty area. A player shall not be penalized for unintentional handling of the ball (ball strikes or touches her hand(s) or arm(s)), even if the advantage is gained by the offending team.
14. Legal chest protection shall be with the arms crossed upon the chest with palms flat against the body. The forearms must be in contact with the body. Penalty: Same as 13, a-c above.

WHISTLE TECHNIQUES

1. Use the whistle at the beginning of each playing period and for each succeeding kick-off.
2. Use the whistle to signify that the ball is out-of-play or after a field goal or penalty goal has been scored.
3. Use the whistle to call:
    a. a temporary suspension of the game
    b. a team time-out
    c. substitution or
    d. a referee's time-out.
4. Use the whistle to restart play before:
    a. a penalty kick or
    b. a corner kick.
5. Use the whistle to resume play after:
    a. an injury
    b. a warning or disqualification
    c. a substitution
    d. a team time-out or referee's time-out or
    e. a temporary suspension of the game (exception: drop ball).
6. The referee shall refrain from using the whistle at any other time.

SIGNALS

1. Goal–both hands extended above head with palms away from the body
2. Offside–put hands on hips, then take hands off hips and move arms and hands about a foot away from body and then put back on hips
3. Tripping–stand lifting one foot off the ground with toe pointing down, then move extended foot back behind leg on which you are standing
4. Handling ball–extend one arm out in front of body and place hand of opposite arm on wrist of extended arm and move the wrist up and down the arm
5. Holding–extend one arm straight out to the side and then bend it at the elbow bringing hand down toward ground and with opposite hand grab wrist of arm that is pointing downward
6. Pushing–extend the arms in front of the body in a pushing motion (includes striking, jumping at, charging)
7. Goalkeeper carrying ball–rotate arms around each other in front of body (same signal as traveling in basketball)
8. Dangerous play–extend arms horizontally away from body
9. Time-out–raise both arms above head and cross them at the wrist
10. Corner kick–point with one hand to designate side and area where kick is to be taken
11. Direct kick–make a forward underarm swing with one arm and point direction of the kick
12. Indirect kick–make a forward underarm swing with both arms and point the direction of the kick
13. Obstruction–hit the chest with palms of both hands, elbows out
14. Misconduct–place one hand behind head, with elbow out
15. Penalty Kick–point to penalty kick mark
16. Drop Ball–arms out straight in front of the body, hands in a fist with thumbs pointing down
17. Referee's Time-Out–touch both hands to top of head

INTERPRETATIONS

Questions concerning officiating techniques in soccer should be directed to:

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